

*Massachusetts Department of Early
Education and Care*

*Annual Legislative Report
FY2012*

Submitted February 15, 2012



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Glossary of Acronyms

| | |
|----------|---|
| ACF | Administration for Children and Families |
| AIM | Action, Implementation and Momentum |
| ARRA | American Recovery and Reinvestment Act of 2009 |
| ASOST | After-school and out-of-school time |
| CBTI | Connected Beginnings Training Institute |
| CCDF | Child Care Development Fund |
| CCR&R | Child Care Resource and Referral Agency |
| CCSSO | Council of Chief State School Officers |
| CEU | Continuing Education Unit |
| CFCE | Coordinated Family and Community Engagement |
| CIF | Children's Investment Fund |
| CLASS | Classroom Assessment Scoring System |
| CMHCC | Comprehensive Mental Health in Child Care Program |
| CSEFEL | Center on the Social and Emotional Foundations for Early Learning |
| CSSP | Center for the Study of Social Policy |
| DCF | Department of Children and Families |
| DHE | Department of Higher Education |
| DLL | Dual Language Learners |
| DMH | Department of Mental Health |
| DPH | Department of Public Health |
| ECERS | Early Childhood Environment Rating Scales |
| EEC | Massachusetts Department of Early Education and Care |
| EI | Early Intervention |
| EPS | Educator and Provider Support |
| ERS | Environmental Rating Scales |
| ESE | Department of Elementary and Secondary Education |
| FCC | Family Child Care |
| FCCERS | Family Child Care Environment Rating Scales |
| HSSCO | Head Start State Collaboration Office |
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individual Education Plan |
| IHE | Institute of Higher Education |
| IMIL | I Am Moving I Am Learning |
| ITERS | Infant Toddler Environment Rating Scales |
| KEEP | Kindergarten Entry Enrichment Program |
| LEP | Limited English Proficiency |
| MFLC | Massachusetts Family Literacy Consortium |
| MIECHV | Maternal, Infant and Early Childhood Home Visiting Initiative |
| MOU | Memorandum of Understanding |
| NAP SACC | Massachusetts Children at Play Initiative -Nutrition and Physical Activity Self-Assessment for Child Care |
| NIEER | National Institute for Early Education Research |
| OSFA | Office of Student Financial Assistance |
| PCG | Public Consulting Group |

| | |
|----------|--|
| PCHP | Parent Child Home Program |
| PQR | Professional Qualifications Registry |
| PSCCE | Preschool Child Care and Education |
| QRIS | Quality Rating and Improvement System |
| RCP | Regional Consultation Program |
| RFR | Request for Responses |
| ROR | Reach Out and Read |
| RTT- ELC | Race to the Top – Early Learning Challenge Grant |
| SAC | State Advisory Council |
| SACCRS | School Age Environment Rating Scales |
| SASID | State Assigned Student Identification |
| SPP | State Performance Plan |
| SPS | Springfield Public Schools |
| STEM | Science, Technology, Engineering and Math |
| UPK | Universal Pre-Kindergarten Program |

Massachusetts Department of Early Education and Care (EEC)

Purpose, Function and Goals

The work of the Massachusetts Department of Early Education and Care (EEC) is steeped in the notion that *brain building is in progress* for young children in enriching environments with caring adults and meaningful and engaging interactions. The latest science shows that these early experiences actually build the architecture of the developing brain; much like a house is built from the bottom up. Each sequential step lays the groundwork for the next set of skills – like reading and math—and a lifetime of learning, success and productive, responsible citizenship.

When you understand the sequence and process by which brains are built, it's easy to understand why it's wiser to start every child out strong. Trying to change behavior or build new skills on a weak foundation requires more work and is less effective than providing brain building interactions and environments early in life. Brain building is an investment that yields high returns; an investment in the economic prosperity of everyone in Massachusetts.

To that end, the Massachusetts Department of Early Education and Care (EEC) provides services for children in Massachusetts through a mixed delivery system, which includes child care centers, out of school time programs, family child care homes, public preschool programs, private school preschool and kindergarten, and Head Start programs. EEC is responsible for licensing early education and care and out of school time programs throughout Massachusetts and for providing child care financial assistance to approximately 55,000 children birth to 14 years of age from low income families.

In addition, EEC provides support for information and referral services, inclusive programming for children with special needs, parenting and family support, and professional development opportunities for educators in the early education and out of school time field. These efforts affect thousands of early education and out of school time providers, who serve more than 275,000 children each day. In its broadest role, EEC also serves as a source of information to the families of more than one million children in Massachusetts.

EEC fulfills a critical role in advancing important public policy goals. Research shows that access to high quality early education and care is vital to helping all children, especially low-income and at-risk children, to gain early literacy skills, academic and social school readiness skills, and increases a student's chances of successfully completing high school, attending college, and becoming a tax-paying citizen.

To move Massachusetts' ECE system closer to realizing these outcomes for children, EEC and its Board developed five strategic directions: 1. Quality, 2. Family Support, Access, and Affordability, 3. Workforce, 4. Communications and 5. Infrastructure. Accomplishments of this past year and activities planned are detailed, organized and reported within the framework of EEC's five Strategic Directions and listed under each Indicator of Success.

Introduction

The Commonwealth of Massachusetts is widely recognized as a national leader in innovative school reform. For the past two decades, sustained investments in children's growth and development combined with a strong commitment to high standards and rigorous, transparent assessment and accountability have driven learning outcomes that outpace all other states. Our students have led the nation on the National Assessment of Educational Progress (NAEP) Reading and Mathematics exams in the fourth and eighth grades since 2005.¹ On the 2007 Trends in International Mathematics and Science Study (TIMSS), Massachusetts fourth graders ranked second worldwide in science achievement and tied for third in mathematics.²

As the state has aggressively worked toward school improvement, however, it has reached an inevitable, and albeit obvious, conclusion: learning is not limited to what occurs within the schoolhouse doors and external factors have a significant impact on students' readiness to learn. In the recent Op-Ed in *Education Week*,³ Massachusetts Secretary of Education Paul Reville and Columbia University professor Jeff Henig observed that nutrition, health care, safe learning spaces, enrichment, and myriad other influences affect children's learning outcomes. And, it is those children who find the least support in their home, peer, and community experiences that often face the most severe challenges in school. This point has been made evident in Massachusetts, which despite impressive national results, continues to struggle with one of the largest achievement gaps in the nation. On the 2011 third grade Massachusetts Comprehensive Assessment System (MCAS) reading exam, for example, only 61% of students achieved proficiency with results far lower in major urban centers like Boston, Springfield, and Worcester (between 36% and 40%).⁴

In reference to the Race to the Top – Early Learning Challenge Grant, which Massachusetts was one of nine grant recipients, U.S. Secretary of Education Arne Duncan said that "In a matter of months, early education and child development experts throughout the country, together with state and local leaders, worked to build comprehensive plans for expanding access to high-quality early learning"... "All applicants showed tremendous dedication and drive to build stronger foundations and create greater opportunities for more children. Their work will help lead the way in ensuring excellent early learning and support for every child." Massachusetts is committed to lead the way and forge ahead by continuing to build a comprehensive early learning system that provides all our youngest citizens with the best chance for a prosperous future.

*As noted by Dr. Jack Shonkoff at the Harvard University's Center on the Developing Child, a source of counsel to state educational leaders in Massachusetts, **there is a critical link between children's experiences in their first five years of life and eventual success in school.** Early adversity in the form of "toxic stress" greatly impedes the brain from developing the necessary circuitry to fully engage in learning.*⁵

¹ Massachusetts Department of Elementary and Secondary Education. (January, 25 2011). Massachusetts 4th and 8th graders show strong promise on 2009 NAEP science exams.

² Massachusetts Department of Elementary and Secondary Education. (December 9, 2008). TIMMS results place Massachusetts among world leaders in math and science.

³ Reville, P. & Henig, J. (2011, May 25) Why Attention Will Return to Nonschool Factors, *Education Week*, .

⁴ National Association of Education Progress assessments (2009); Strategies for Children. (2010). Momentum grows: Third grade reading proficiency in Massachusetts.

⁵ Harvard University Center for the Developing Child. (n.d.). Brain hero [web video]. Retrieved from http://developingchild.harvard.edu/index.php/resources/multimedia/videos/brain_hero/

Compelling evidence shows that one effective solution for strengthening the broader range of children's educational experiences is through high-quality early learning and development programs.

Evidence drawn from model pre-kindergarten programs, for example, has demonstrated significantly improved school and life outcomes among program participants (e.g. less likely to be placed in special education, more likely to graduate from high school and more likely to attend college)⁵.

In Massachusetts, state leaders, local educators, and the public have responded to this evidence. A key goal of Governor Patrick, and of the Department, is to ensure all children enter school ready to succeed and to eliminate school readiness gaps between high needs children and their more advantaged peers. Through strategic planning, grounded in research, and an expansive, inclusive, statewide information gathering process, the state is taking charge to use what we know—and building on what we have done—to take the next leap forward in building a truly high-quality, birth-20 system.

A Renewed Commitment

The 2010 Census reported the Massachusetts' population to be 6.5 million. Children from birth to age 5 accounted for only seven percent (442,592) of this total. A significant proportion, however, may be categorized as "high need". Close to one-third of all children birth to 5 are low-income, according to the National Center for Children in Poverty, while 17.4% are English language learners, 6.7% have special needs, and .9% are homeless. These children are most at-risk of encountering developmental delays and school readiness gaps and most likely to benefit from high-quality early learning and development experiences.

As the state has confronted the prevalence of high-needs children in certain localities and across the state, Massachusetts has gone beyond simply understanding the research on "toxic stress" and healthy child development; it has used a science-based framework to enact smart, forward-thinking legislation and create a high quality early learning development system, which provides access to comprehensive services. Our approach is predicated on meaningful engagement—of families, of communities, and of the public and non-profit organizations, both state and local. As a result, the Department has directed funding to local family and community engagement programs to help communities best address their specific challenges related to family engagement (literacy, wait-list, language barriers etc.). In concert with additional statewide measures, the result has been a noticeable uptick in the number of "high needs" children receiving early education and care services, which reflects the "learning begins at birth" approach to closing the achievement gap.

Historic Opportunity to Apply for Race to the Top – Early Learning Challenge Funding

As outlined in the Massachusetts application for the *Race to the Top – Early Learning Challenge* grant, the Commonwealth is poised to continue to build the nation's most effective system of high-quality comprehensive early learning and development. To that end, the Massachusetts Department of Early Education and Care (EEC) is working to build on the state's collaborative accomplishments and is dedicated to increasing coordination in our system of early learning to prepare children for school success, especially those with the highest needs. In fiscal year 2012, over 90% of the Massachusetts Department of Early Education and Care budget were used to provide accessible and affordable child care to the state's 135,000 high needs children (30% of all children under the age of 6).

Opportunities for systemic future growth exist through innovative and comprehensive planning. A unified approach to improving child outcomes in Massachusetts includes the implementation of a few

⁵Harvard University Center for the Developing Child. (n.d.). *Brain hero* [web video]. Retrieved from http://developingchild.harvard.edu/index.php/resources/multimedia/videos/brain_hero/

core strategies (as outlined in the *2012 Context: Race to the Top-Early Learning Challenge (RTT-ELC) Program* section of this report).

Refinement of Strategic Directions and Indicators of Success

In August 2011, the EEC Board identified five refined Strategic Directions to guide the Department's work for the remaining two years of the Department's five-year Strategic Plan. Each of the five Strategic Directions includes three Indicators of Success. The Refined Strategic Directions and Indicators of Success can be found on in the Organizational Framework section of this Report.

Looking Ahead

Toward realizing its vision, the Department continues to streamline initiatives that will define its work in the next months and years, within the frame of the Strategic Plan and the Race to the Top- Early Learning Challenge grant.

Submission of Annual Report

This report satisfies the Board's legislative reporting mandates, as codified in M.G.L. c. 15D, §§ 3(g), 10 and 13(d), to submit an annual report describing its progress in achieving the goals and implementing the programs authorized under Chapter 15D of the General Laws of the Commonwealth. Specifically, EEC is required to submit an annual report, which includes, at a minimum, the following topics:

- Progress in achieving goals and implementing programs authorized under M.G.L. c. 15D;⁶
- Progress made towards universal early education and care for pre-school aged children;⁷
- Rules and regulations promulgated by the Board related to civil fines and sanctions, including the types of sanctions and the amount of the fines;⁸
- Progress made toward reducing expulsion rates through developmentally appropriate prevention and intervention services;⁹
- Behavioral health indicators:¹⁰
 - Estimates of annual rates of preschool suspensions and expulsions;
 - Types and prevalence of behavioral health needs of children served by the Department;
 - Racial and ethnic background of children with identified behavioral health needs;
 - Existing capacity to provide behavioral health services; and
 - Analysis of best intervention and prevention practices, including strategies to improve delivery of services and to improve collaboration of services.
- Findings and recommendations related to the study on the programmatic financing and phase-in options for the development and implementation of the Massachusetts universal pre-kindergarten program.¹¹

This report further provides an annual update on the strategic plan ratified by the Massachusetts Department of Early Education and Care's (the Department or EEC) Board in February 2009. A copy of the strategic plan can be viewed at: <http://www.mass.gov/edu/docs/eec/research-planning/state-planning/eec-strategic-plan.pdf>.

In addition, this report satisfies the Board's mandate to:

- develop and annually update an implementation plan for a workforce development system, which is designed to support the education, training and compensation of the early education and care workforce, including all center, FCC, infant, toddler, preschool and school-age providers. See M.G.L. c. 15D, § 5 (See Appendix A for the Legislative reporting language) and
- respond to the requirement within EEC's FY2012 budget language that "the department shall issue a report by February 15, 2012 detailing the feasibility of centralizing the following responsibilities provided through item 3000-2000 in fiscal year 2011 with the department: program coordination and support, voucher management, outreach to hard-to-reach populations, intake and eligibility services for families seeking financial assistance to enroll in early education and care programs, resource and referral for families with disabilities in child care programs, and walk-in services for homeless families " (see *Family Support Indicator 1: MA Child Care Resource & Referral Agency Feasibility Study- Response to FY2012 Budget Language* and Appendix P for details).

⁶ See M.G.L. c. 15D, § 3(g)

⁷ See M.G.L. c. 15D, § 3(g)

⁸ See M.G.L. c. 15D, § 10

⁹ See M.G.L. c. 15D, § 3(g)

¹⁰ See M.G.L. c. 15D, § 3(g)

¹¹ See M.G.L. c. 15D, § 13(d)

2012 Context (February 2011 – February 2012)

Accomplishments and activities included in this report are from the time period February 2011 – February 2012. Below are several events which set the context for the Department's work over this past year.

Conclusion of the American Recovery and Reinvestment Act of 2009 (ARRA) Funding

The American Recovery and Reinvestment Act of 2009 (ARRA) was an unprecedented investment in the American economy. The Department liquidated the full \$23,966,942 in ARRA funds received and provided the opportunity to implement multiple sustainable initiatives detailed in this report, which advanced the Department's strategic plan. The funding ended in September 2011.

Work of the Board of Early Education and Care

In June 2011, Governor Deval Patrick appointed Dr. Cheryl A. Stanley to the Board of Early Education and Care.

Dr. Cheryl A. Stanley was appointed Dean of Education at Westfield State University in October 2011. She was appointed Interim Dean in September 2010 and has been a member of the Education Department faculty since 1993, previously serving as Chairperson, Early Childhood Program Coordinator, and coordinator of the pre-practicum program. Dr. Stanley taught courses in curriculum and instruction, and classroom management for education majors seeking licensure in early childhood, elementary, or special education, as well as for pre-service and in-service teachers at the post baccalaureate and graduate level.

Dr. Stanley holds a Bachelor of the Arts degree in Child Development with a certification in Early Childhood Education from Spelman College, a Master of the Arts degree in Human Development with a certification in Special Education from George Washington University, and a Doctor of Education degree from the University of Massachusetts at Amherst in Instructional Leadership.

The full Board membership and action taken by the Board is outlined in Appendix B.

Massachusetts Wins Race to the Top - Early Learning Challenge Grant

On December 16, 2011, the Patrick-Murray Administration announced that Massachusetts is one of nine grant award winners in President Obama's Early Learning Challenge (ELC) competition and will receive significant funding (up to \$50M) over the next four years (December 2011- December 2015) to expand high quality early education services and close achievement gaps in education.

The application focused on five key areas of early education reform which include: 1) Successful State Systems, 2) High Quality Accountable Programs 3) Promoting Early Learning and Development Outcomes for Children, 4) Great Early Education Workforce and 5) Measuring Outcomes and Progress. Along with the areas of focused reform, the application also addressed five program priorities. EEC aligned the priorities of the RTT-ELC program with EEC work to understand where current initiatives support the priorities and where opportunities exist for growth. The priority outline can be found at: <http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html>.

Race to the Top – Early Learning Challenge (RTT-ELC) Leadership Team

In preparation for the RTT-ELC competitive opportunity and in order to be responsive to the feedback and suggestions provided by stakeholders, 13 members of the EEC Advisory Council were invited to participate on the Leadership Team.

The team convened on a weekly basis to discuss and advance the work that needed to be complete leading to a comprehensive RTT-ELC application. The first meeting was held on August 30th, 2011 where members learned more about the application and shared their feedback and experience from the recent RTT-ELC Stakeholders meeting, held on August 24th. Each meeting had a specific topic that guided the conversation to efficiently and effectively support our grant writing and activities.

The full role of the Leadership Team included:

- Providing expertise and perspective;
- Providing input to support the Massachusetts application;
- Providing assistance and expertise needed to address components of the application;
- Ensuring an aligned commitment and support for early learning; and
- Ensuring coherence and comprehensiveness in the work.

The feedback of the Leadership Team was critical to moving the Massachusetts application forward.

Stakeholder Engagement

As part of EEC's preliminary planning for the Race to the Top- Early Learning Challenge Grant, EEC partnered with the Bessie Tarrt Wilson Initiative for Children, Inc. and the United Way to convene meetings across the state for early education and care providers, administrators and others in the early childhood field (over 200 participants attended). Participants were given the opportunity to learn more about the Early Challenge Grant and share their feedback and suggestions related to the applications priorities. The topics guiding those conversations included:

1. Comprehensive Assessment Systems
2. Linking Schools and Communities to Promote Healthy Child Development and Family Engagement
3. Strengthening Family Engagement
4. Quality Rating and Improvement System
5. Supporting the Early Education Workforce through Practice-Based Support
6. Compensation

Additionally, EEC sought public input to inform Massachusetts' application for funding through an on-line survey.

On August 24, 2011, the Department of Early Education and Care and the United Way of Massachusetts Bay and Merrimack Valley hosted a meeting of key stakeholders which was based on the stakeholder feedback received to date and provided an opportunity for in depth collaborative discussion and strategizing around the Early Learning Challenge grant priorities, shared values, the current work in early education and future opportunities for systemic growth. A legislative briefing was also held, and well attended, to brief legislators relative to the Race to the Top – Early Learning Challenge.

Massachusetts Early Learning Plan

The Commonwealth's proposal, *From Birth to School Readiness: Massachusetts Early Learning Plan, 2012-2015*, will advance the Patrick-Murray Administration's goal of ensuring that all children, particularly high-needs children, have access to quality pre-Kindergarten education

that will put them on an early path to success; and builds on the Administration's efforts to strengthen, expand and align, the system of early learning and development across the Commonwealth.

The Plan identifies opportunities for future systemic growth and provides an innovative and comprehensive plan for transforming early childhood systems statewide. A set of core strategies are foundational to the plans to take expansive steps toward creating a unified approach to improving child outcomes in Massachusetts, including:

- Ensuring high program quality by supporting continuous improvement of programs and educators through universal participation in the Massachusetts tiered Quality Rating and Improvement System (QRIS), including a validation of that system;
- Continuing to support early learning and development standards through validation and alignment, as required by the tiered QRIS, and including the creation of English Language Learner development standards;
- Creating the Massachusetts Early Learning and Development Assessment System (MELD), from birth to grade three, building off the tiered QRIS requirement for programmatic environmental assessments (Environment Rating Scales), adult-child interaction and child-focused screening and formative assessment; including expanding screening to children who are not in formal programs or may be involved in other state agencies and measuring growth by developing a common measure for a Kindergarten Entry Assessment, that in its first year is slated to include 17,500 kindergarten students (26% of statewide enrollment) and an estimated 874 kindergarten teachers (29% of kindergarten teachers statewide);
- Linking our statewide network of family engagement and community supports to evidence-based practices for literacy and universal child screening to expand the availability of culturally and linguistically appropriate resources to families;
- Ensuring early educators' competency through workforce knowledge, skills and practice-based supports through education, training, and incentives to promote effective practice and increase retention; including a focus on creating access to the system for educators whose home language is not English;
- Enhancing data systems to better inform program practice and state decision-making through the Early Childhood Information System (ECIS); and
- Linking and creating greater alignment, from birth to third grade, for schools and communities to promote healthy child development and sustain program effects through a strategy for communities, educators and families.

To fulfill the application requirements, multiple Memorandums of Understandings (MOUs) were developed from participating education and health and human services agencies for shared work and letters of support endorsed the state's application, which was signed by the Governor, Attorney General and participating state agency heads.

The full application response is posted at:

<http://www.mass.gov/edu/government/departments-and-boards/departments-of-early-education-and-care/race-to-the-top-early-learning-challenge-proposal.html>

Overall, the application process provided the opportunity for a collaborative approach that resulted in the identification of enhancements that are progressive and will move the state's early education and care system forward.

Implementation of the *From Birth to School Readiness: Massachusetts Early Learning Plan*

The Race to the Top – Early Learning Challenge grant will allow Massachusetts to continue strengthening our current system of early education and care and allow many initiatives to go to scale. The work associated with the RTT-ELC can be found woven into the body of this Report, as it reflects strengthening and advancements of the current work in progress. Specific projects will be carried out by both public and private sector partners and will result in full implementation of the Massachusetts Early Learning Plan. The projects are either direct community investments or are statewide infrastructure investments with secondary gains for communities. Projects can be categorized within the following categories:

- Tiered Quality, Rating, and Improvement System (QRIS): Universal Participation and Quality Improvement
- Measuring Growth through the Massachusetts Early Learning and Development Assessment System (MELD) from Birth to Grade Three
- Universal Engagement of Families and the Public Using Evidence-Based Practice
- Sustaining Program Effects in the Early Elementary Grades
- Standards: Validation and Alignment
- Ensuring Competency through Workforce Knowledge, Skills and Practice-Based Support
- Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment
- Implementing the Early Childhood Information System (ECIS)
- Pre-K to Grade Three Alignment for Educational Success

Updated Child Care Licensing Regulations – Transportation

Following the death of a twenty seven month old toddler, a Special Committee was convened by EEC Board Chairperson, JD Chesloff, to conduct a thorough review of the statutes, regulations, and policies involved in the transportation of child care children in Massachusetts and to research best practices.

The special committee consisted of three EEC Board members, Commissioner Sherri Killins, Secretary of Education Paul Reville, the Honorable Gail Garinger, Child Advocate for the Commonwealth, and Karen Wells, Undersecretary for Law Enforcement, Executive Office of Public Safety. As a result of its review and analysis, the Special Committee recommended five amendments and enhancements to the existing transportation regulations, policies, and procedures.

The first recommendation consists of a Transportation Policy, enacted on October 11, 2011 that became effective on December 12, 2011. The Transportation Policy clarifies the attendance process for children being transported to or from child care programs as well as the requirements of the post-trip inspection as required by EEC's licensing regulations and contracts.

Additionally, the policy addresses Program/Parent Notification to reflect best practices and to ensure that children are accounted for at all times during the day, but particularly after transport. The second recommendation is to clarify an EEC Licensed Provider's responsibility for a child during transport and transition to and from the program whenever the transportation is owned or contracted by the

provider. The third recommendation is that all transportation providers shall ensure that vehicles designed to transport 6 plus children shall be equipped with approved electronic vehicle monitoring devices that prompt staff to inspect the vehicle but allows for some exemptions such as vehicles that carry an assigned monitor. The fourth recommendation requires that all transportation providers shall ensure that vehicles that transport children do not have window tinting. The final recommendation will require all Transportation Providers to comply with proposed performance standards that are similar to those of the Office of Human Services Transportation (OST) of EOHHS.

Based upon comment and feedback from child care providers and transportation providers, EEC convened a Working Group of stakeholders to review the Transportation Policy and its impact upon the field as well as to review the four remaining recommendations. The Working Group is staffed by EEC and includes but is not limited to representatives from the child care provider community and transportation providers who will review the Special Committee's recommendations to ensure best practices as well as efficiency of effort over the course of three meetings. EEC will then report the Group's findings to the EEC Board in early 2012.

Board of Early Education and Care

EEC Board Votes

EEC's Board meets monthly, except in the summer months (July (retreat) and August). The meetings are open to the public and 30 minutes is made available at the beginning of every meeting for public testimony. The Board holds most meetings in the EEC Boston office, however, this past year also held meetings in Bridgewater (March 8), Springfield (May), Westwood (October 2011), Lawrence (December 2011) and Springfield (February 2012) to allow for greater participation of stakeholders across the state.

At the EEC Board retreat in August of 2011, Board members ratified a change in the subcommittee structure. The new subcommittees, descriptions of their missions, membership and staffing are listed below:

Planning & Evaluation Committee

The Planning and Evaluation Committee of the Board of Early Education and Care provides an organized structure that facilitates greater Board engagement and input into relevant EEC planning and evaluation initiatives that are brought to the full Board for discussion and decision making. The Planning and Evaluation Committee meets monthly.

Membership:

Committee Chair: Carol Craig O'Brien

EEC Board Members: Eleonora Villegas-Reimers, Cheryl Stanley

Ex- Officio Members: EEC Board Chair (J.D. Chesloff) and EEC Commissioner (Sherri Killins, Ed.D)

Policy & Research Committee

The Policy and Research Committee works in concert with the Fiscal and Planning and Evaluation Committees of the Board to guide and support EEC's policy development and implementation of a system to improve and maintain program quality, accessibility, and affordability meeting the diverse needs of children and families statewide.

Membership:

Chair: Joan Wasser Gish

Members: Sharon Scott-Chandler, Chi-Cheng Huang, M.D.

Ex- Officio Members: EEC Board Chair (J.D. Chesloff) and EEC Commissioner (Sherri Killins, Ed.D)

Fiscal Committee

The Fiscal Committee reviews EEC budget related activities that are brought to the full Board for discussion and decision making, and supports EEC's efforts to implement a system to improve and support quality statewide and to offer an array of high quality, comprehensive, and affordable programs designed to meet the diverse, individual needs of children and families.

Membership:

Chair: Elizabeth Childs, M.D.

Members: Mary Pat Messmer and Marilyn Anderson Chase

Ex- Officio Members: EEC Board Chair (J. D. Chesloff) and EEC Commissioner (Sherri Killins, Ed.D)

Appendix L details the votes and actions the Board took over this past year.

Appendix B details the board members and changes in membership over the past year.

2011 EEC Board Retreat

At the August 3, 2011 EEC Board Retreat, Board members identified five Strategic Directions to guide the Department's work for the remaining two years of the Department's five-year Strategic Plan. Each of the five Strategic Directions includes three Indicators of Success. The three Board subcommittees (Planning & Evaluation, Policy & Research and the Fiscal Committee) will have oversight responsibility for the Indicators of Success, though in many cases, subcommittees will work collaboratively toward the attainment of these Indicators, which include:

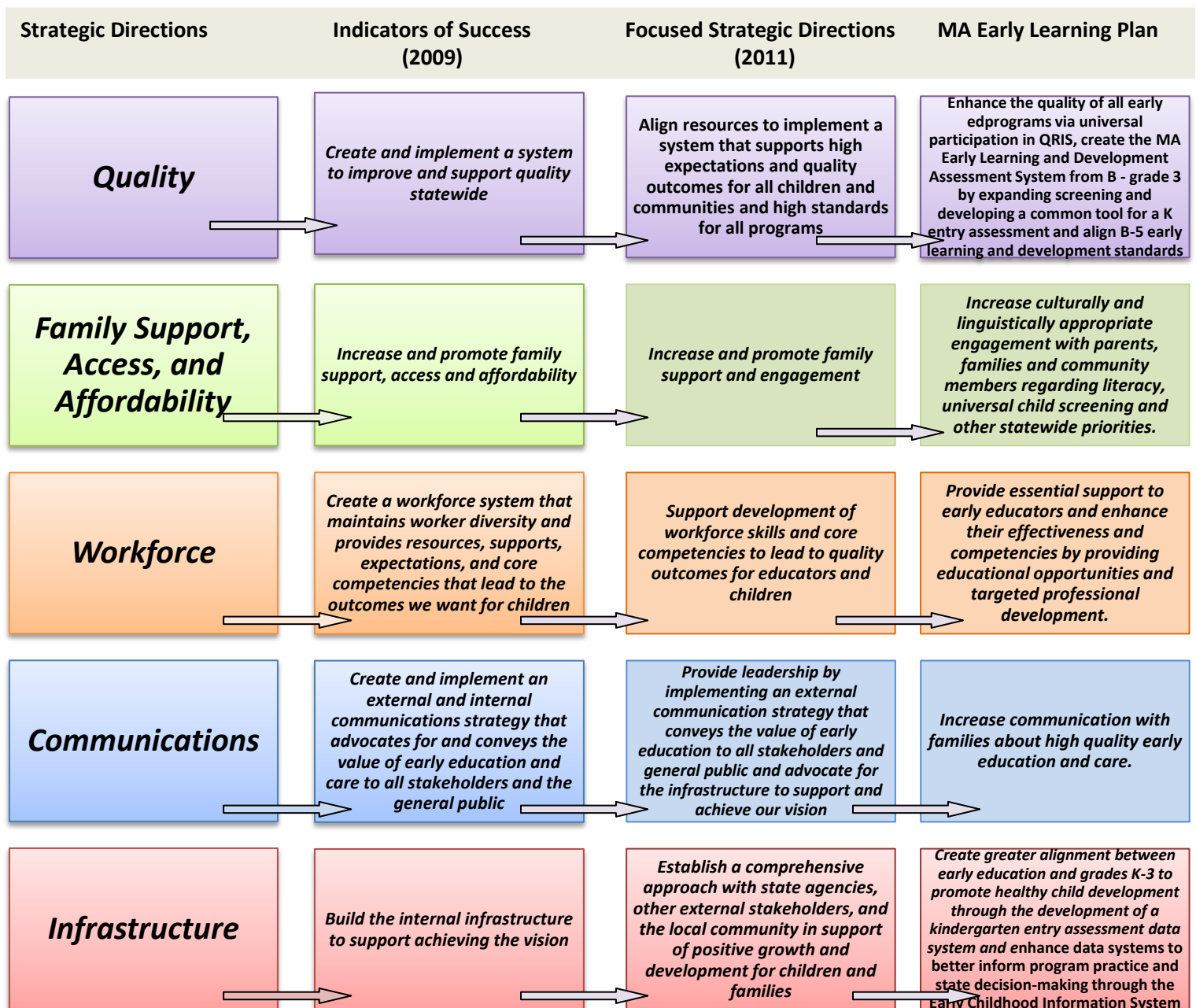
- I. Increase and Promote Family Support and Engagement
 - Build capacity of programs and their partners to serve families in need;
 - Analyze family needs assessment and determine next steps for wide/full scale implementation of strengthening families model; and
 - Increase parent involvement in various levels of policy development and implementation through existing vehicles (Advisory, SAC, CFCE, etc.).
- II. Support development of workforce skills and core competencies to lead to quality outcomes for educators and children
 - Create a clear/specific alignment of the work of DEEC, DESE and DHE to improve the preparation of the EEC workforce;
 - Use assessment/data of Commonwealth ECE workforce by community and alignment of professional development resources to support increased financial support for ECE workforce education (coming from different sources), that would include evidence that the professional knowledge and skills of the workforce are better as measured by specific outcomes; and
 - Rate reform/compensation.
- III. Align resources to implement a system that supports high expectations and quality outcomes for all children and communities and high standards for all programs
 - System-wide implementation of QRIS and begin alignment of QRIS with a rate reform initiative;
 - Identify ways to quantify progress, particularly in the context of the whole child agenda; and
 - Redefine what we mean by universal "all preschool children have access..." to identify what progress we have made toward universal preschool and how to align resources quality and access.
- IV. Establish a comprehensive approach with state agencies, other external stakeholders, and the local community in support of positive growth and development for children and families
 - Develop an inter-agency agenda and an implementation plan for that agenda which supports positive development for each child.
 - Inspire and lead recognition that it will take whole community effort to close proficiency/achievement gaps; and
 - Implement ECIS and the Unique Child Identifier.
- V. Provide leadership by: a) implementing an external communication strategy that conveys the value of early education and care to all stakeholders and the general public b) advocating for the infrastructure to support and achieve our vision

- Keep improving public understanding of our work, with a special focus on public officials;
- Continue to develop legislative relationships at the state and federal levels; and
- Attract resources (either in-kind or funds), to support achieving the vision and work.

Organizational Framework

This report will be framed by the **Board's Strategic Directions and Indicators of Success**. Accomplishments of this past year and activities planned are organized and reported within the framework of EEC's five Strategic Directions and listed under each Indicator.

The chart below also shows the alignment of the **Board's Focused Strategic Directions (developed in August 2011)** to guide the Department's work for the remaining two years of the Department's five-year Strategic Plan. Each of the 2011 Focused Strategic Directions includes three indicators of success, which are used within this Report in addition to the Indicators of Success developed in 2009. The **Massachusetts' Early Learning Plan**, Massachusetts' plan for the Race to the Top – Early Learning Challenge grant also serves as an overarching frame for this Report.



EEC Budget

Governor Patrick released his FY2013 Budget recommendations in January. Closing the achievement gap is a top priority for the Governor during his second term. In most cases, notwithstanding the caseload accounts addressed below, our items are level funded.

Public-Private Partnerships

In addition to the state's budget, EEC is also able to supplement the Department budget with funding and resource support from public-private partnerships. In the past year, EEC has been supported by the following public private outside organizations:

- United Way of Massachusetts Bay and Merrimack Valley and the Bessie Tarrt Wilson Initiative for Children hosted public forums across the state in partnership with the Department in order to gather critical feedback from stakeholders relative to the Race to the Top - Early Learning Challenge grant application. The work of the Bessie Tarrt Wilson Initiative for Children around compensation in the field of early education and care has also supported the work of the Department in this key area.
- \$50M, over four years, from Race to the Top Early Learning Challenge grant to allow Massachusetts to implement key initiatives that advance the infrastructure of early education and care in the Commonwealth;
- \$50,000 from the Barr Foundation to support the development and implementation of the Early Learning Challenge Grant;
- \$20,000 of Help Me Grow funds over two years to support parental education and outreach;
- \$ 10,000 from the Davis Foundation to support the implementation of the Early Learning Challenge Grant; and
- Scholastic, Inc. will donate books to the recipients of the Massachusetts Early Education and Care Exceptional Educator and Instructional Leader Awards to utilize within a classroom setting in recognition of their achievements.

See Appendix E for complete list of ARRA funding and expenditures.

See Appendix C for Summary of ARRA Projects Approved and Proposed for CCDF Funds.

Three Year Strategic Direction:

Create and implement a system to improve and support quality statewide (2009)

Align resources to implement a system that supports high expectations and quality outcomes for all children and communities and high standards for all programs (2011 focused strategic direction)

Quality Indicators of Success:

- Quality Indicator 1: MA Quality Rating and Improvement System (QRIS) has been developed, validated, funded and implemented with full involvement of EEC's community partners and EEC staff.*
- Quality Indicator 2: MA has standards for quality in early education and care programs that are research-based, broadly understood, successfully implemented, culturally appropriate, and aligned with a quality-building support system.*
- Quality Indicator 3: Programs seeking to improve their quality have access to a range of resources and supports.*
- Quality Indicator 4: Parents understand and use information about quality to make informed decisions about early education and care programs.*
- Quality Indicator 5: UPK system design has been finalized and full-scale implementation has begun.*
- Quality Indicator 6: MA has a system that collects, analyzes, and disseminates program quality and child outcome data to inform policy and program development and implementation.*
- Quality Indicator 7: Licensing regulations that reflect best practices have been promulgated, translated, clearly communicated to the field, and enforced consistently throughout all regions.*
- Quality Indicator 8: Comprehensive services, including mental health consultations, are embedded in the delivery of services for families and children.*

- *Quality Indicator 9: Children in residential and placement programs receive quality and appropriate services and are placed in the least restrictive settings.*
- *NEW 2011 Quality Indicator 10: Identify ways to quantify progress, particularly in the context of the whole child agenda*

Quality Indicator 1: MA Quality Rating and Improvement System (QRIS) has been developed, validated, funded and implemented with full involvement of EEC's community partners and EEC staff.

This indicator was further defined in 2011 to include beginning alignment of QRIS with a rate reform initiative.

Accomplished This Year

A Quality Rating & Improvement System (QRIS) is a method to assess, improve, and communicate the level of quality in early care & education and after-school settings¹². The Massachusetts QRIS offers guidance to professionals in early education and care and out of school time settings on a path towards quality, recognizing that higher expectations of programs must be matched with increased supports that include a better-articulated career ladder, financial incentives, and professional development and technical assistance, which are grounded in the science of child development. In addition to early educators, the QRIS also communicates information about high quality early education to families/caregivers, legislators and other key stakeholders.

Quality Rating and Improvement System (QRIS):

Please note: the work related to the Quality Rating and Improvement System is applicable to multiple indicators of success, but for the purpose of clarity and to represent the full initiative in a coordinated manner, it will be represented here in full.

Participation

I. FY2011 Launch of On-line System for Programs to Manage QRIS Participation

The QRIS Program Manager (QPM) application is a secure, web based program that allows programs to rate themselves against the QRIS Standards and then submit documentation justifying their ratings. Once the Department receives applications, they are reviewed and programs are assigned a rating (programs designated at level 3 and 4 will also require a site visit and an outside validator will also assess the program).

The QPM offers program specific, self-reported data on the number of children enrolled, number of educators employed, the program's Environment Rating Scale (ERS) scores, self-assessment information on each Standard and a list of documents that the program has provided as evidence as having met the Standard.

As the programs is web-based, the Department can cross reference QRIS data with data generated from other EEC systems, such as licensing, financial assistance and the professional development registry.

¹² Stair Steps to Quality, Anne W. Mitchell (2005); United Way Success by Six, p. 4

Percentage of Licensed Programs Participating in QRIS

As of January 2012, of the 10,910 total programs licensed by EEC, 16.3% (1,778) of programs have submitted final applications to participate in the QRIS. Of the 1,778 programs, 1,660 programs have a subsidy agreement with EEC (which indicates that 28.3% of the 5,741 subsidy providers participate in QRIS).

II. Verification Process to Receive a QRIS Rating

As of January 2011, when QRIS was implemented, over 3,808 programs have started their QRIS on-line program manager application and 2,255 have been completed. Verification starts for any program when the program has submitted the on line application to final submitted status to EEC.

As of December 2011, the Department began verification of the 2,255 QRIS applications. As of January 2012, 1,371 programs have been verified.

A team of trained observers from Wellesley College are conducting Environmental Rating Scales (ERS) observation visits for all classrooms in programs applying for Level 3 or 4 on the QRIS. The observation will include a classroom observation. As of January 2012, 36 programs representing 156 classrooms have submitted their self- assessed QRIS application at either a level 3 or a level 4 and have been reviewed (25) or are in process of review (11). All programs receive notice of their rating when it is granted. Verification at all levels is expected to be completed by Early March 2012.

QRIS Standards and Supports

III. QRIS Standards

A key component of a QRIS is the program quality standards. EEC's work last year included the FY2011 Revision of the QRIS Provisional System and FY2011 Evaluation, which resulted in a set of quality standards that are evidenced and research-based, as well as, aligned with other quality indicators. The Massachusetts QRIS Standards outline key indicators of quality and are presented in the following five primary categories: Curriculum and Learning; the Environment; Workforce Qualifications and Professional Development; Leadership, Management and Administration and Family Involvement.

As part of EEC's language access plan to ensure meaningful access to Limited English Proficiency (LEP) individuals, the Massachusetts QRIS Standards for Family Child Care were translated into five additional languages. As March 2011, the FCC standards are available in Chinese, English, Haitian, Khmer, Portuguese, and Spanish on the EEC website.

IV. QRIS Interviews to Inform Improving QRIS Supports to Programs

In December 2011, in preparation for the Race to the Top grant, the Barr Foundation provided funding for the Department to work with the University of Massachusetts Donahue Institute, to conduct voluntary, confidential interviews in an effort to understand how EEC can help program directors best utilize the QRIS in order to improve program quality. Forty directors are being interviewed and a report will summarize the information gathered to assist EEC in strengthening the QRIS and understanding what supports EEC can provide programs in order to continue to improve the quality of early education and care statewide.

V. Alignment of QRIS with Key Initiatives

EEC has tied eligibility for grant funding to program training and participation in QRIS at a specific level.

- I. For FY2012, 33% of Head Start grants are required to participate in QRIS and in FY2013, 66% are required; As of January 2012, 128 Head Start programs participated in QRIS, which represents 56% of all Head Start grantee programs.
- II. For FY2012, all programs that receive a Quality Rating and Improvement grant must participate in on-line training, designed to increase knowledge of the QRIS;
- III. The FY2012 Universal Pre-Kindergarten grantees are required to be at least a Level 2 QRIS programs to participate;
- IV. Family Child Care and Out of School Time Programs that have contracted slots (subsidies) will be required to participate by June 2012; and
- V. By the end of FY2012, new grantees, such as the Early Literacy Support grant, have required participation in the QRIS as a condition for application.

Funding, Training and Monitoring

VI. FY2011 QRIS Program Quality Improvement Grant (partially ARRA funded)

In FY2011, EEC awarded \$3.4M to Wheelock College, in collaboration with United Way of Mass Bay and Community Advocates for Young Learners (CAYL), as a vendor to provide the following services:

- I. Monitor (fiscal/programmatic) a random sample of at least 15% (100) of FY2010 QRIS Program Quality Improvement Grantees to ensure funding was utilized appropriately;
- II. Train early education and care and after school providers focused on best practices for advancing to the next level(s) on the QRIS; and
- III. Award grants and provide on-going technical assistance to early education and care and after school programs that receive FY2011 QRIS grant funding.

These three initiatives are detailed below:

- a) FY2011 QRIS Program Improvement Grant and Training:
\$2.82 million of this initiative went directly to programs in the form of QRIS Program Quality Improvement grants. The grants are for programs interested in advancing their quality using the QRIS Standards.

As part of the FY2011 QRIS Program Quality Improvement Grants, educators from programs intending to apply for a grant attended a two day training. Over 1,100 across the EEC licensing regions were trained by the CAYL Institute. There was live, simultaneous translation at all of the trainings in any language requested by participants.

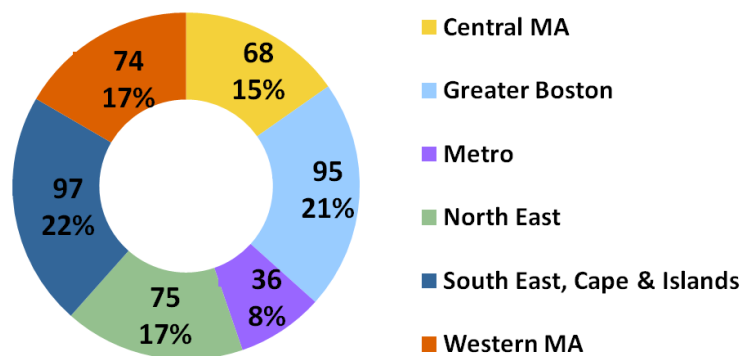
Once trained, programs were eligible to apply for the grant.

- Over 907 programs and educators applied for funding through this RFP, requesting over \$7.7 million in grants.

- In total, \$2,820,000 in funding was awarded to 445 QRIS participants representing all QRIS program types and regions across the Commonwealth.
 - Family Child Care: 356 applications received, 52% awarded - 186 grants
 - Center-Based/School-Based: 401 applications received, 48% awarded- 193 grants
 - Out-of School Time/After School: 150 applications received, 44% awarded- 66 grants

Programs that submitted complete applications were scored based on the scoring criteria provided in the RFP and ranked based on those scores. Funding was then allocated in a manner which ensured diversity in terms of geographic and program/educator type representation to the extent possible based on applications received as represented in the QRIS Standard type.

FY 2011 QRIS Program Quality Improvement Grants Number of Grantees by Region



b) Monitoring of FY2010-2011 QRIS Grantees

In order to ensure that QRIS grants were used to advance quality in early childcare programs throughout the state, the 2010 QRIS Program Quality Improvement Grants were randomly monitored. Six-hundred and forty early childcare programs were awarded funds in FY2010, and of these 100 were selected to participate in fiscal and programmatic monitoring visits in order to meet state and Federal monitoring requirements. Oldham Innovative Research (OIR), an outside independent evaluator, was selected to complete the monitoring process and data analysis.

Findings of the monitoring revealed:

- 19% of programs spent the exact amount of money that was awarded to them by the EEC

- 43% of programs spent more money than was awarded by the EEC, meaning they spent their own money to advance their programs in addition to the EEC Grant money awarded
- 38% of programs were unable to provide full documentation for funds spent; however for the majority of these programs (74%), this discrepancy was small (between \$1 and \$600) and due to indirect or project administrative costs which were challenging for grantees to provide documentation for. For the remaining 26% (a total of 10 programs), the discrepancy was greater (between \$600 - \$3,000+).
- 53% of the programs indicated that they were able to progress to another level on the QRIS System as a result of the funding.
- The overwhelming majority of programs used their funds to make purchases under Category 1A: Curriculum (95%) and Category 1B: Assessment (90%) while only 46% of programs spent money under Category 4: Family Involvement
- All programs reported an increase in quality in their early childcare program as a result of the QRIS Grant funds
- Nearly all programs cited time as the greatest obstacle in spending allotted funds

VII. FY2012 QRIS Program Quality Improvement Grant

EEC has partnered with the United Way of Massachusetts Bay and Merrimack Valley (UWMBMV) to manage the FY2012 QRIS Individual Program Quality Improvement Grants to eligible programs who are enrolled in QRIS. This vendor will be responsible for: (1) managing the Request for Proposal (RFP) process by working with EEC to develop and write the RFP; (2) coordinating and conducting on-going technical assistance opportunities specific to receiving grant funding. These opportunities will include up to six (6) webinars or in-person trainings for potential bidders on a weekly basis during the period the RFP is posted and prior to the application deadline; (3) reviewing all grant applications, including but not limited to proposed budgets, narrative responses and required forms; and (4) managing all aspects of the grant awards. \$800,000 of this funding will be awarded directly to programs for QRIS improvement Grants to support and strengthen the capacity of early education and OST program leaders to identify, prioritize, and implement improvements that move them forward in the state's Quality Rating Improvement System (QRIS). This grant application's purpose is to provide QRIS Program Quality Improvement Grants to all eligible programs/educators in the mixed delivery system during spring 2012 to make quality program improvements, in pursuit of upward progress on the levels defined in the QRIS system.

A total of 376 applications were submitted for this grant round (including 73 after school programs, 159 center and school based programs and 144 family child care programs). As of early February, the review of the applications is underway and is targeted for completion by February 17, 2012.

VIII. On-line Training for Providers Interested in Advancing Quality on QRIS

EEC funded Wheelock College's Aspire Institute, in collaboration with the United Way of Massachusetts Bay and Merrimack Valley, to develop and launch a new online course designed for early childhood educators interesting in moving up levels in the Massachusetts Department of Early Education and Care's new Quality Rating and Improvement System

(QRIS). This course provides information about the purpose of QRIS, the levels of QRIS, and measurement tools for children and programs that are part of the system. Educators will be required to complete this course if applying for QRIS Program Improvement Grant funding.

- IX. **In-Kind Opportunity: Participation in QRIS National Learning Network Learning Table**
EEC was selected to participate in a National Learning Network Learning Table, a learning-community designed to help six state (MA, MN, NJ, NY, ND, and VA) teams develop or refine QRIS in their states. Build Initiative consultants support these efforts and serve as resources to the “Learning Tables.” With the support of the consultants, EEC Staff will had an opportunity to use outcome-based planning approaches to critically examine key aspects of the MA QRIS design.

Planned for Next Year

Participation

- X. **Moving Toward Universal Participation and Quality Improvement**
As detailed in the Massachusetts’ Early Learning Plan (application for the Race to the Top Early Learning Challenge grant), it is the Department’s goal to achieve maximum participation in the Massachusetts tiered QRIS, and this began with mandatory participation among programs serving the 55,761 children receiving state financial assistance.

The Commonwealth is using the QRIS to ensure that all children with high needs are enrolled in high quality early learning and development programs. To support this goal, one Race to the Top project is designed to increase the number of programs participating in the state’s tiered QRIS and the number of programs rated in the top tiers.

Through Race to the Top – Early Learning Challenge funding, the state proposes to fund program supports, online professional development training, and technical assistance for early childhood programs to increase both program participation and level advancement on the tiered QRIS. EEC plans to fund program supports, online professional development training, and technical assistance for early childhood programs to increase both program participation and level advancement on the tiered QRIS. EEC aims to:

- Increase the number of early learning and development programs participating in the state’s tiered QRIS to 20% each year.
- Increase the number of early learning and development programs rated in the top tiers on the state’s tiered QRIS from by 20% per year of programs enrolled in the system at levels 1 or 2, once the tool is validated.
- Increase the number of high needs children in early learning and development programs rated in to 100% of all children receiving subsidy by 2013.

Key strategies to attain these goals include:

- Increase participation in the tiered QRIS among programs serving high needs children by requiring all licensed programs receiving state funds, including child care subsidies, to be in the tiered QRIS by 2014 (fiscal year 2013).
- Provide a maximum of \$10,000 in a value of supports to 500 programs (350 family child cares, 150 center-based and after school programs) for the specific purpose of

achieving higher levels of quality on the state's tiered rating system each year of the grant based on the tiered QRIS standards.

- Promote the state's online registration and application review system, which provides written documentation and technical assistance to programs, including next steps required to reach higher quality tiers.
- Provide online professional development on the tiered QRIS, including 16 hours mandatory training, in the following areas:
 1. Demonstrating knowledge of the tiered QRIS quality standards;
 2. Develop individual modules for each set of the five QRIS standards; and
 3. Identify areas for program improvement to achieve higher levels of quality.
 4. Understanding the use of program and child observational assessments
- Conduct an evaluation to validate the state's tiered QRIS to ensure programs are properly rated and higher tiers and linked to higher levels of quality.
- Develop an interactive cost model as the first step toward examining strategies for providing programs with needed resources to maintain quality at higher level tiers.
- Development of a statewide system for delivery of the main tools used by programs in QRIS.

QRIS Standards and Supports

XI. Validating the Effectiveness of the State Tiered Quality Rating and Improvement System

As the two year anniversary on the full implementation of the QRIS standards approaches in January 2013, EEC will seek to validate the current standards to assure their reliability in positive child outcomes and relevancy in the field.

Over four years, EEC plans to hire a vendor to validate the tiered QRIS, ensuring program quality matches assigned tiers and leads to improved child outcomes. EEC has had initial conversations to inform the next steps leading to a validation.

The Race to the Top – Early Learning Challenge grant application requires this work and breaks down the QRIS evaluation into two main research items:

1. Validating whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality (e.g. does level 1 differ from level 2, 3, 4?); and
2. Assessing the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness (e.g. are changes in program quality (i.e., as programs move up in level) related to progress in children's learning outcomes?)

Funding, Training and Monitoring

XII. Verification of Programs

As noted above, EEC is verifying programs that have self-assessed at a Level 3 or 4, using an independent reliable rater. Verification is expected to be completed by Early March 2012.

Quality Indicator 2: MA has standards for quality in early education and care programs that are research-based, broadly understood, successfully implemented, culturally appropriate, and aligned with a quality-building support system.

I. Supporting Quality in Infant and Toddler Settings

Through Healthy Child Care New England, an Administration for Children and Families (ACF) Region 1 collaborative, a team representing EEC, DPH, Head Start Training & Technical Assistance (T&TA) Providers, Higher Education and EPS grantees in Massachusetts was trained on the National Infant & Toddler Child Care Modules with other New England teams. The Massachusetts team developed leadership training for infant and toddler cross-discipline teams in ESE Commissioner Districts using the three modules, the new Early Learning Guidelines for Infants and Toddlers, and the ITERS-R Rating Scale. Participants were required to mentor two infant and toddler programs in their area. The EPS grantees are coordinating these professional development trainings and network meetings.

- II. See update relative to "**Alignment of Preschool Curriculum Frameworks with the Common Core State Standards for English Language Arts (ELA) and the K-12 Common Core State Standards for Mathematics with the Department of Elementary and Secondary Education**" under Infrastructure.

- III. See update relative to "**Massachusetts Children at Play Initiative -Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) and I Am Moving I Am Learning (IMIL)**" under Infrastructure.

IV. Head Start

a. Head Start State Collaboration Office (HSSCO) Five Year Renewal Grant Application

On April 1, 2011, the Collaboration Office submitted the HSSCO Five Year Grant Application to the Office of Head Start. The HSSCO project narrative included the following OHS priorities for FY2011-2015: 1) School Transitions, 2) Professional Development, 3) Childcare & Early Childhood Systems, 4) Regional Priorities, and 5) the ten Collaboration Office Historic National Priorities. The application included support letters from Commissioner Chester at ESE, the UMass Donahue Institute, DCF, and was submitted with cover letters from Governor Patrick and Commissioner Killins. In addition, on March 22, the Collaboration Office provided an overview of the \$175,000/ year HSSCO Five Year Grant Application at the March MHSA's meeting for input and feedback. Input gathered from the MHSA was included and highlighted. The suggestions included in the MHSA response to the Head Start Annual Needs Assessment were carefully considered and, where possible, included in the application to the Federal Office of Head Start for the next 5 years of funding for the Head Start State Collaboration Office. The Collaboration Office provided an overview of the grant management plan to the MHSA which included measurable goals and expected outcomes. Comments were also carefully considered and, where appropriate, included in the final application proposal and management plan. EEC has received written confirmation of the FY 11 -15 MA HSSCO grant application has been approved for funding by the Office of Head Start.

b. Head Start State Collaboration Office (HSSCO)

The Head Start State Collaboration Office is mandated to collaborate, coordinate, and align services between the Head Start system(s) and those of State Preschool (UPK) and K-12 systems.

- HSCCO support of Implementation of the MA Quality Rating Improvement System: Head Start Lead Agencies, including center based and FCC programs, received QRIS Program Quality Improvement Grants as part of the QRIS Pilot program and as an incentive to participate in the pilot and to help them make progress on the QRIS. As of January 2012, 128 Head Start programs participated in QRIS, which represents 56% of all Head Start grantee programs.
- The Department of Early Education and Care (EEC) and the Department of Elementary and Secondary Education (ESE), in partnership with the MA Head Start State Collaboration Office (HSSCO) hosted a series of nine regional community meetings during this reporting period. The Federal 2007 Head Start reauthorization requires Head Start agencies to coordinate with school districts via a Memorandum of Understanding (MOU) to promote continuity of services and effective transition of Head Start children into public schools. The purpose of these community meetings is to bring Head Start, local public schools, and other local partners together to fully realize the benefits possible through implementation of the existing Head Start and Public School MOU. Effective implementation of this MOU will strengthen the collaborative relationships that ensure smooth transitions for children and families into Kindergarten. These regional community meetings hosted by EEC and ESE were held in two rounds; the first round of five meetings were held in the spring of 2011 the second in the fall of 2011. The regional meetings throughout the state provided:
 1. An overview of the requirements of the federally mandated Head Start Act of 2007 Memorandum of Understanding between local Head Start programs and Public Schools;
 2. An opportunity to share best practices in activities such as transitions, curriculum and assessment, joint professional development, services to children with disabilities, and parent involvement;
 3. An overview of the importance of collaboration between systems that support children's school readiness, including alignment of the State 2011 Prekindergarten Learning Standards and the HS Child Development and Early Learning Framework.

Participants included Head Start, Public Schools, Early Intervention, and Coordinated Family and Community Engagement grantees, EEC staff, the Head Start State Collaboration Office, and school Superintendents.

Head Start State Collaboration Office (HSSCO) Advisory Meetings-Financial Education

The HSSCO Advisory Board created a financial education workgroup including MASSCAP, Horizons for Homeless Children, Head Start and other key federal and state partners to explore the opportunity to develop financial education resources that can be adaptable to all early education and care programs. The priority of the HSSCO advisory financial education work group included: 1)

activities that support parents/families, 2) activities for children learning in the classroom such as classroom curriculum/math skills, and 3) staff support activities.

During the months of February, March and April 2011, the Brandeis University-Institute on Assets and Social Policy (IASP) at the Heller School of Social Policy and Management conducted five regional cohorts for early education and care providers for 178 participants of Head Start, Early Head Start, and partners of EEC's mixed-delivery system including center-based programs, public school preschool programs, and family child care, etc.

In September 2011, Kathy McDermott and Joe Diamond, Members of the HSSCO Advisory Board presented on the MA Financial Literacy project at the Strengthening Families conference in Pennsylvania. This work was so well received that a need has arisen to determine "ownership" of the toolkit to enable distribution due to many requests for copies. The Massachusetts Treasurer's Office is also interested since there is nothing like this curriculum currently available.

See Quality Indicator 6 relative to the **Universal Engagement of Families and the Public Using Evidence-Based Practice** which details the plan to invest *Race to the Top* funds on early literacy, family literacy, financial literacy supports and other programs designed to promote healthy living and child development.

V. **Alignment of Standards**

As noted in the "Planned for Next Year" section, the Race to the Top – Early Learning Challenge grant funding has provided funding for additional initiatives intended to establish a seamless system of developmentally appropriate learning and development standards for all children from birth to third grade.

a. **Alignment of Preschool Curriculum Frameworks with the Common Core Standards**

Alignment of Preschool Curriculum Frameworks with the Common Core State Standards for English Language Arts (ELA) and the K-12 Common Core State Standards for Mathematics with the Department of Elementary and Secondary Education: EEC and the Department of Elementary and Secondary Education (ESE) worked together to develop the first Massachusetts Common Core Standards that include English Language Arts and Math standards for preschool. In March and April, ESE conducted a series of presentations on the Common Core Standards at the six regional readiness centers across the state. These standards trainings familiarized educators with the content, structure, and underlying philosophy of the new pre-k to grade 12 standards. EEC and ESE are providing training for trainers to provide a more in-depth training for preschool programs. EEC and ESE finalized the training for trainers and have scheduled training for EPS Grantee Partnerships and Readiness Centers. The Readiness Centers and the EPS Grantee Partnerships will train preschool programs on the Frameworks early in 2012.

b. **Early Learning Guidelines for Infants and Toddlers**

In order to create a continuum of standards that begins in the earliest years, in March 2010, EEC awarded a grant to MassAEYC to develop Early Learning Guidelines (ELG) for infants and toddlers. Zero to Three: The National Center for Infants, Toddlers and Families, provided consultation services and support through their contract with ACF. This past year, the Guidelines were finalized and translated into Spanish. In addition, EEC funded a 1-credit on-line course on the Guidelines which is available for no charge through UMass Boston's Open Course Ware. Educators can take the course for self-study, Continuing Education Units (CEUs) or college credit through Westfield State University. The Guidelines are available at: <http://www.mass.gov/edu/birth-grade-12/early-education-and-care/workforce-and-professional-development/training-and-orientation-resources/for-infants-and-toddlers.html>

Planned for Next Year

- VI. Supporting Quality in Infant and Toddler Settings: Infant and Toddler Leadership Training
EEC is creating a statewide leadership network for infant and toddler programs using the training modules created by the National Infant and toddler Child Care Initiative Zero to Three, a project of the Federal Child Care Bureau as the framework.
- VII. **Head Start State Collaboration Office (HSSCO) Advisory Meetings-Financial Education**
Race to the Top funds will be used to further expand this project in Massachusetts.
- VIII. **Standards: Validation and Alignment**
Race to the Top – Early Learning Challenge grant funding will support initiatives intended to establish a seamless system of developmentally appropriate learning and development standards for all children from birth to third grade. The work will ensure alignment of the *Massachusetts Early Learning Guidelines for Infants and Toddlers*, *Preschool Learning Guidelines* and the Pre-K Common Core (Massachusetts Curriculum Frameworks), produce standards for English language learners to address the learning needs of this population and promote child development education for other state agencies that work together with families with young children. Specifically, projects include:
 - An analysis of how well the state early learning and development standards are aligned to the essential domains of school readiness and state assessments, including the KEA as well as augment the standards to better accommodate high needs populations, beginning with English language learners. Specifically, as part of the Department's commitment to offer high-quality early education to the children of Massachusetts, EEC intends to hire a vendor to conduct a study of the alignment of the Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences, Kindergarten Learning Experiences, Curriculum Frameworks for Language Arts and Literacy and Mathematics (for Pre-Kindergarten and Kindergarten), the Head Start Child Development and Early Learning Framework, and three assessment instruments for children age three through kindergarten entry.
 - Work to increasing the accessibility of early education and care materials to culturally and linguistically diverse families through translation services and multi-lingual brochures that convey the early learning and development standards to families.

- Additional building up of the state infrastructure to support interagency collaboration on programs and services for high needs children from birth to age 5. Costs will include staff training and professional development for workers in the field, support for personnel with expertise in child development and early education, learning collaboratives on key issues (e.g. children's mental health), and support for successful programs at participating state agencies.
- Continuation of the work of the Brain Building in Progress public awareness campaign, over the next four years, which touches on both family and community engagement and the effort to spread public knowledge of the state's early learning and development standards.
- Continuation of the state's media partnership with WGBH, to create an online curriculum hub for early educators and a "School Readiness" website for parents. This work will link to the standards from infants and toddlers and preschool and builds off the K-12 Race to the Top grant.

Quality Indicator 3: Programs seeking to improve their quality have access to a range of resources and supports.

Accomplished This Year

Professional Development System

I. Professional Development Programs

a. FY2012 Educator and Provider Support:

In February 2011, EEC issued a competitive grant to provide professional development services to the Massachusetts early education and care and out of school time workforce. There are six regional Educator and Provider Support (EPS) grantees across Massachusetts. EPS grantees are required to operate as a partnership; as a partnership they are responsible for the professional development and support services for early education and out of school time educators and providers in three core areas: educator and provider planning, coaching and mentoring, and competency development.

EEC selected the following partnerships:

| REGION | PARTNERSHIP | LEAD |
|--------|--|--|
| 1 | Western Massachusetts Professional Development Partnership | Preschool Enrichment Team |
| 2 | Central Massachusetts Birth to Twelve Partnership for Professional Development and Quality | Family Services Organization of Worcester |
| 3 | Region 3 Professional Development Partnership | North Shore Community College |
| 4 | Metro West Professional Development Partnership | Child Care Resource Center, Inc. |
| 5 | Southeast Education Professionals Partnership | Community Action Council of Cape Cod and Islands |
| 6 | Region VI Professional Development Collaborative | Action for Boston Community Development |

UMass Boston studied the new delivery system for professional development from its inception and the study's recommendations help shape system development, including:

- Governance: Continue to invest in building a sustainable regional infrastructure and to define regional authority and responsibility related to innovation.
- Communication: Assure timely, accurate, reciprocal information flow between EEC and EPS partnerships. Assess outreach to priority, dual language, and FCC educators.
- Professional Development Services and Alignment: Engage partnerships in initiatives on incentives and MOUs. Advance understanding of strategies for aligning professional development with QRIS.
- Use of Data to Inform Regional Practice: Continue providing data to grantees. Increase evidence-based professional development and support regions in evaluating the effectiveness of services.

Higher Education

II. Institutions of Higher Education Mapping Project

EEC in partnership with the Head Start State Collaboration Office contracted with Oldham Innovative Research Inc. to map the current network of two and four year public and private Institutions of Higher Education (IHE) in Massachusetts that offer an Early Childhood Education (ECE) program of study, elementary education program or program in a related field that leads to a certificate, and/or an associate's or a bachelor's degree. The phase one final report included a profile for each campus and spreadsheet of all colleges included in the project. Phase two of the project compared early childhood degree and certificate required coursework at participating IHEs to identify common course themes across institutions and map courses to one or more of the EEC Core Competency areas. The goal of phase two was to facilitate the transfer of credits between IHEs. Resource tools from phase two include a searchable database of required coursework for associate and bachelor level early education degree and certificate programs as well as Course Theme fact sheets that are aligned with EEC's Core Competencies. The IHE Mapping Project is available on EEC's website at: <http://www.mass.gov/edu/birth-grade-12/early-education-and-care/workforce-and-professional-development/ihe-mapping.html>.

Both phases on the IHE Mapping Project stressed continued collaboration among the state agencies and individual institutions of higher education in the state. In August 2011, EEC Commissioner Killins and DHE Commissioner Freeland met to discuss the mapping study findings and agreed upon the following next steps:

- i. EEC entered into an Interagency Service Agreement to fund the Department of Higher Education to hire an Early Education and Out of School Time Degree Completion Specialist. The Specialist, Winifred M. Hagen, Ed D, began in this new position on February 7, 2012. Among this position's responsibilities are implementation of the ECE Transfer Compact, broadening access to higher education for educators who are English Language Learners (ELL) and aligning higher education with best practices in the field. EEC and DHE collaborated closely on the posting for the position as well as the actual interviews. DHE and EEC will continue to work together through this position and other avenues to address issues of mutual concern.

- ii. The agencies will determine if the three competency areas that were not reflected in the coursework reviewed by the study are addressed in other courses or if additional course content is needed.
- iii. The agencies will identify transitional coursework that helps English language learners learn English while they master early education content so they can improve current practice while preparing to take courses in English.

This study has been the impetus for further discussion and collaboration between EEC and DHE and institutions of higher education.

On December 16, 2011, Commissioner Killins and EEC staff met with DHE's SCOPE committee to discuss the IHE study in depth. The SCOPE committee is made up of presidents and education deans from 4 year state colleges. The meeting also included a discussion of the initiatives from the RTTT-ELC grant application that will involve these institutions and the Readiness Centers they belong to.

On December 21, 2011, Commissioners Killins and Freeland and DHE Board Chair Desmond met with the Planning and Evaluation Committee of the EEC Board to discuss the IHE report and next steps. The group decided that it would be valuable to initiate joint work between the Boards of ECE and DHE at the committee level to address specific issues that concern both bodies. One such issue was the approval process for college courses in early education and care and the alignment of curriculum with the certification process.

III. **Early Educator Scholarship Program:** see the strategic direction on Workforce for details

IV. **Professional Qualifications Registry:** see the strategic direction on Workforce for details

State Supported Efforts

V. **See QRIS section (Quality Indicator 1) for work relative to QRIS.**

VI. **Supporting Improvements in Physical Environments for Programs Serving Infants and Toddlers (ARRA funded)**

EEC awarded the Children's Investment Fund (CIF) and their partner Child Care Resource Center (CCRC) \$500,000 to increase early education and care educators' awareness, knowledge and ability regarding:

- i. The importance of a program's physical environment as it relates to positive interactions, relationships, and behaviors;
- ii. Making informed decisions about quality improvements that would enhance the program's quality;
- iii. How to sustain these improvements and plan for future enhancements.

The Children's Investment Fund (CIF) and their partner Child Care Resource Center (CCRC) offered, "Room to Grow: Improving Infant Toddler Spaces" and "Invest to Grow: Managing Capital Spending" trainings in 5 regions of the state from August – December 2011. There were 445 participants at ten trainings representing 267 individuals who attended one or both trainings. The 267 individuals included 123 teachers or administrations from centers and 144 family child care providers. In addition, they offered two "Train the Trainer" sessions for 33 participants to ensure that future trainings would be offered across the state. In August 2011,

they designed a webinar of “Room to Grow” that is available online. The two trainings, one on interior environments and one on outdoor play space, were offered in September and October.

CIF and CCRC awarded \$324,345.00 in equipment grants to 94 providers (66 family child care educators and 28 centers) to improve their program environments for the 1,261 infants and toddlers they serve. Verification reports and final reports submitted by all providers demonstrated that they received all equipment in good condition and implemented financial management steps to plan for future equipment purchases or building renovation repairs. CIF and CCRC conducted on-site monitoring visits to 20% of the grant recipients to verify that equipment was received and to document the impact of the grants.

VII. Resources for Military Families

Wheelock College hosted a meeting of the military support working group on November 9, 2011 to begin the work of compiling a state compendium of resources to support military connected families with young children in the Commonwealth.

EEC has also agreed to collaborate with the Family Support Team: Red Sox Foundation/MGH Home Base Program in their new foundation grant to help reach educators across the developmental spectrum [infancy through high school] with a series of web-based briefings to learn about the nature of military service and the challenges children and families face. This curriculum, once developed, will be offered to early childhood educators throughout the state. The objective is to educate “professional caring adults on the challenges facing the families in our Commonwealth who serve our nation in its armed services.” The topics cover the following:

- a. Introduction to the MA Military Family and the Challenges of the Deployment Cycle
- b. Deployment Cycle Stress and Its Effects on Child Behavioral Health
- c. Early Identification of Deployment Cycle Stress Reactions and School-Based Support
- d. Model for Supporting a Family through Military Traumatic Grief

VIII. Screening and Assessment

a. Massachusetts Kindergarten Entry Assessment (MKEA)

As noted in greater detail in the “Planned for Next Year” section, in FY2012 and FY2013, through Race to the Top – Early Learning Challenge grant funds, the state plans to fund the development and implementation of a Massachusetts Kindergarten Entry Assessment (MKEA) to produce a common statewide measure of children’s school readiness. The Department plans to hire a vendor to develop a common metric for early learning assessment tools to serve as the basis for the MKEA. In this same timeframe, the state also plans to fund the development and implementation of a Massachusetts Kindergarten Entry Assessment (MKEA).

On Wednesday, February 1, 2012, 44 representatives, including Superintendents and Early Childhood Coordinators from 21 school districts and 1 charter school of the 24 school districts identified for participation in this project, attended the Massachusetts Kindergarten Entry Assessment Meeting to kick off the project.

In partnership with the Department of Elementary and Secondary Education staff, the Department of Early Education and Care presented an overview of the screening and assessment system as it relates to the larger education agenda. In addition, representatives

from Wheelock College presented an overview of the 3 assessment tools, Work Sampling, High Scope (COR) and Teaching Strategies Gold that will be used as part of this project. Participants received a copy of each the assessment tools and were presented with the overarching goals and timelines for implementation of the project in addition to resources that will be available to them during this project. Commissioner Killins spoke to the areas of a successful state system, high-quality, accountable programs, promoting early learning and development outcomes for children, early childhood education workforce and measuring outcomes and programs.

b. Kindergarten Readiness Assessment Model Design and Pilot Project

As reported in the UPK Evaluation section of this report, in FY2011 EEC hired New York University (NYU) Child and Family Policy Center (CFPC) as the vendor for a the Kindergarten Readiness Assessment Model Design and Pilot Project. The model will serve the following purposes:

- Provide child-level data to classroom educators which can be used to inform classroom practice and individualize instruction for children as a tool in formative assessment measures;
- Provide data that can be aggregated at the program level for site-based improvement and growth tracking; and
- Provide to educators to support the validation of the formative assessment information.

Training has taken place for cohort groups which include educators from Springfield, Holyoke, Pittsfield, Worcester, Southbridge, Lawrence and Lowell. Training is being conducted in two segments. The first training consists of a general overview of the project and training on the three social emotional tools and the PVT. The second day training consists of training on the EVT, Woodcock Johnson mathematics test and a newly added cultural sensitivity segment. All teachers have received day one training and are in the process of doing at least five practice assessments in their program or school. Teachers are also receiving phone consultation from the staff at NYU. One cohort group has recently completed their day two training and is in the process of doing at least ten assessments on children in their program. Day two training for the remaining groups will take place on March 2nd and 3rd. Once all teachers have completed their training and completed at least ten assessments they will be tested for reliability as a rater. The hope is to gather data on approximately eight hundred children. In June, the staff from NYU will return to Massachusetts to collect data gathered by the raters. So far all trainings have been fully attended including observers and mentors.

The goal in FY2012 is to certify 76 teachers over the next 12 months to:

- Increase the system-wide capacity to assess children's progress and readiness in ways that align with Early Learning Standard and well as Common Core Standards
- Create a professional development program that trains teachers to administer selected measures, interpret the results, understand implications for practice and communicate the findings to parents as well as colleagues with whom they collaborate

- Create a system for efficient entry, cleaning, and analysis of resulting data garnered from those assessments and interface with early childhood and care system data professionals to integrate this data handling into regular practice
- Become certified through the completion of 5-10 training assessments (will use large sample of children who are 4-5 years old (N=380)); Certified teachers must conduct at least 10 assessments
- Enter data on 760 children into a database system and analyze for descriptive information in summer of 2012.

c. FY2011 Assessment Supports

In FY2011, EEC awarded Associated Early Care and Education an \$800,000 Assessment Grant for the purpose of providing assessment and screening training and materials statewide. This initiative was the result of a fiscal year 2009 study by Abt Associates, Inc. who conducted an evaluation of the level of quality in a statewide sample of early childhood settings that serve at-risk preschool children. The study used the CLASS observation measure to evaluate provider/child interactions in three primary domains (emotional support, classroom organization, and instructional support) for licensed center-based programs, Head Start centers, public school programs and family child care providers. Programs from Massachusetts' Universal Pre-Kindergarten (UPK) and non-UPK programs were included within each program type. A final report prepared by Abt Associates found across program types programs scored high in emotional support and classroom organization, though performed significantly lower on instructional support. Given the low results on instructional support, EEC sought to address this issue by supporting the implementation and utilization of research-based comprehensive child assessment systems and screening tools in preschool settings so that educators can individualize their instruction by child and improve program practice.

The grant provided statewide trainings on the following assessment and screening systems:

- Ages & Stages (screening),
- Teaching Strategies Creative Curriculum,
- Teaching Strategies GOLD,
- High Scope COR, and
- Work Sampling System.

896 educators were trained in 29 differentiated trainings (introductory, intermediate and advanced levels) and 694 child assessment tools and 5,101 on-line licenses (needed per child) were given out.

Planned for Next Year

IX. FY2013 Educator and Provider Support (EPS)

Proposed Changes to FY13 EPS Grant include clear linkages to QRIS, intentional collaboration with regional Readiness Centers, statewide focus, prioritized services for educators in programs serving "high needs" children, improving teacher quality by leveraging joint professional development across the mixed delivery system, broader consultation on local professional development needs and sharing opportunities, incentives for educators to participate in coursework using MOUs and EEC's career ladder, publicize and facilitate access to opportunities

beyond the grant and refinements of the Coaching and Mentoring role. It is anticipated that the RFP will be issued in February 2012, with grants awarded in April – May 2012.

For additional details, please see the workforce section and Appendix K.

X. Targeted Professional Development Resources for the Field

EEC will work with its EPS grantees and their Readiness Center partners to make these resources available through the Readiness Center Network. In addition, EEC will work with its EPS grantees to see if Professional Learning Communities (PLCs) on these topics can be offered to educators taking the courses.

XI. Screening and Assessment

EEC seeks to make child assessment and screening sustainable practices in the early education and care field. The Race to the Top funds will allow the Department to design and implement a Massachusetts Early Learning and Development Assessment System (MELD) from birth to grade three and EEC remains committed to providing the FY2012 Assessment Grant. Both initiatives are detailed below.

a. Measuring Growth through the Massachusetts Early Learning and Development Assessment System (MELD) from Birth to Grade Three

The design and implementation of the MELD Assessment System will measure, influence and improve a child's growth and development outcomes from birth to grade three. The community's Coordinated Family and Community Engagement (CFCE) grantee, early education programs and public school classrooms will support the alignment of a seamless assessment system and the healthy development of children and their families at different points along the assessment continuum.

The state will support the purchase of Ages and Stages Questionnaire (ASQ) screening toolkits to be provided to 107 Coordinated Family and Community Engagement grantees to engage families in their child's development, norm-referenced assessments to support individualized instruction of licensed and licensed exempt early education and care programs, and subscriptions for formative assessment tools (e.g. *the Work Sampling System*, *Teaching Strategies-GOLD*, *High Scope COR*) to implement MELD and the Massachusetts Kindergarten Entry Assessment (MKEA) in the communities public school system.

b. Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment

The state plans to fund the development and implementation of a Massachusetts Kindergarten Entry Assessment (MKEA) to produce a common statewide measure of children's school readiness. Massachusetts plans to spend \$575,000 in the first two years of the grant to hire a vendor to develop a common metric for early learning assessment tools to serve as the basis for the MKEA.

c. FY2012 Assessment Grant

The FY2012 Assessment Grant will support the Department's goal to make child assessment and screening sustainable practices in the early education and care field. In November 2011, EEC awarded the FY2012 Assessment Grant to Wheelock College to provide services across the Commonwealth.

Wheelock connected with existing state systems, such as the Educator and Provider Support (EPS) grantees, to do the following:

- a) Support educators' competency development in assessment, screening and the QRIS measurement tools at all levels;
- b) Develop courses in assessment, screening and the QRIS measurement tools;
- c) Address specific statewide geography, age groups, diverse and dual language learners, children with special needs and children who are at risk or subject to stress; and
- d) Use graduate-level or above students with expertise on assessment and adult learning as a tool for providing individualized and small group support.

Wheelock has committed to:

- Train a minimum of 750 early educators during the grant term
 - At least 50 percent of the educators trained will be working in a program with 50% or more of its enrolled children receiving an EEC subsidy;
- Provide a minimum of 200 programs that serve at least 50% of EEC subsidized children with assessment and/or screening tools (programs serving subsidized children must be given the opportunity to receive a tool if they do not already have one);
- Develop a plan for integrating assessment and screening into their early education and care program and advancing the individualized teaching and learning strategies for a minimum of 200 programs; and
- Provide coaching and mentoring to a minimum of 50 programs.

Quality Indicator 4: Parents understand and use information about quality to make informed decisions about early education and care programs.

Accomplished This Year

State Supported Family Education Resources

I. Coordinated Family and Community Engagement (CFCE) Grant - Refining Goals

CFCE grantees provide families with education about child development individually and in groups. Part of this education includes helping families understand the kinds of environments that support optimal child development, both at home and in early education and care settings. In addition, CFCE staff support families as consumers of early education and care with information about Massachusetts licensing standards and the Quality Rating and Improvement System. EEC provides resources to CFCE grantees to strengthen their work with families. For example, EEC has developed brochures that focus on five areas of child development that can be shared with families. These materials are available in English, Spanish, Haitian and Khmer. They are grounded in the Massachusetts "Early Learning Guidelines for Infants and Toddlers," which were developed with the focus on relationships between all significant people in a child's world.

- For more information about EEC's resources for families, click on the following link: <http://www.mass.gov/edu/birth-grade-12/early-education-and-care/parent-and-family-support>.

- For the Massachusetts “Early Learning Guidelines for Infants and Toddlers, click on the following link:
http://www.eec.state.ma.us/docs1/curriculum/20110519_infant_toddler_early_learning_guidelines.pdf
- The Preschool Early Learning Guidelines build on the foundation established in the Massachusetts Early Learning Guidelines for Infants and Toddlers. To access this resource for families and programs, click on the following link-
http://www.eec.state.ma.us/docs1/curriculum/20030401_preschool_early_learning_guidelines.pdf

CFCE grantees continue to focus on the implementation of coordinated and collaborative community wide plans to enhance family access, education, and support across and within early education and care program models, to realize efficiencies and promote greater outcomes through shared resources and efforts. Grantees provide outreach and consumer education in ways that align with the demographics of the families in their communities.

In FY2012, the priorities of the CFCE grant were consolidated to three primary areas:

1. Actively identifying families that are the most socially isolated and hence at greatest risk;
2. Facilitating access to locally based comprehensive services for both families and early education and care programs
3. Supporting families through the continuum of services and supports needed for child development birth to 13.

While the resources and supports of CFCE grantees are available for all families in a community, EEC has made it a priority for CFCE grantees to connect with “hard to reach” families to provide them with information and linkages to resources. Grantees have employed creative ways of bringing programming, information and other resources to families through community partnerships with faith based organizations, food pantries, WIC programs, homeless shelters, etc.

As EEC continues to build a system of early education and care, the FY2012 CFCE scope of services eliminated professional development, mental health consultations, assessments, and other direct comprehensive services, focusing CFCE efforts on building access to most core functions through referrals. As a result, grantees have strengthened community-based partnerships in order to have the most current information about local programs and services as well as greater access to “hard to reach families.”

Communication Efforts

- II. See update on the **Strategic Communications Initiative / Brain Building in Progress Campaign** under Communications.

Quality Indicator 5: UPK system design has been finalized and full-scale implementation has begun.

This indicator was further defined in 2011, to include redefining what we mean by universal "all preschool children have access.." to identify what progress we have made toward universal preschool and how to align resources quality and access.

Accomplished This Year

FY2012 Universal Pre-Kindergarten (UPK) Program

I. FY2012 Universal Pre-Kindergarten (UPK) Program

The development and implementation of a universal pre-kindergarten (UPK) program is a statutory responsibility of the Department. Legislation states that the EEC Board "shall, subject to appropriation, establish the Massachusetts universal pre-kindergarten program to assist in providing voluntary, universally accessible, high-quality early education and care programs and services for preschool-aged children in the commonwealth." Currently, approximately 6,400 children are being served in UPK programs statewide, however the Department supports numerous initiatives that focus on the quality components of UPK as well as those aligned with EEC's QRIS. The Massachusetts Universal Pre-Kindergarten (UPK) Program is in its sixth year of implementation. It is currently in the pilot phase, though the EEC Board has dedicated significant planning time to moving the pilot to scale in coming years.

a. Purpose of the Universal Pre-Kindergarten (UPK) Pilot Program

- Promote school readiness and positive outcomes for children participating in UPK classrooms and homes;
- Provide quality grants to programs to meet and maintain the UPK eligibility requirements which are detailed in the Applicant Eligibility section below;
- Support and enhance the quality of services for children in UPK classrooms and especially for low-income children and/or children living in underperforming school districts;
- Maximize parent choice by ensuring participation from all program types within a mixed public and private service delivery system;
- Support the use of child assessment systems/tools to ensure that programs are effectively measuring children's progress across all developmental domains and using this information to inform practice; and
- Inform the longer-term implementation of a program of universally accessible, high-quality early childhood education.

b. Policy Objectives of the FY2012 Grant

FY2012 was used as a planning year for the purpose of restructuring UPK and aligning it with QRIS in future years. Policy objectives that were made originally in FY2011, that were sustained in FY2012 include:

- Begin alignment of UPK with QRIS and the development of the early education data system, which requires:
- Participation in QRIS;
- Programs shall use a portion of UPK funding to support progress on QRIS;
- An agreement to allow EEC staff to conduct on-site ECERS/FCCERS reviews;

- An agreement to publish staff information, including compensation and education level, through EEC's Professional Qualifications Registry or other designated mechanism; and
- An agreement to provide child level data, with parent consent, allowing children to be assigned a State Assigned Student Identification (SASID).

In addition, the following updates have been made to the FY12 grant:

Programs must have complete applications submitted in EEC's QRIS Program Manager (QPM) by June 1, 2011.

- Programs that do not have a complete QRIS application and supporting documents submitted to EEC by June 1, 2011 may not be eligible for FY12 grant renewal.
- Programs may be required to be level 3 in QRIS by FY13 subject to Board approval.

c. FY2012 Renewal Grants

EEC renewed 210 UPK grants from FY2011 to FY2012. The total amount of funding dedicated to FY2012 UPK grants is approximately \$5.5 million. 17 programs did not apply for grant renewal, representing about \$230,000 in funding. Reasons provided for not renewing funding include closure of site, provider is no longer interested in participating in the UPK grant, no longer meets accreditation requirement and received QRIS Grant and does not have the time for both. An additional 2 center based programs and four (4) FCCs representing twelve (12) providers (\$89,781) also lost funding because the requirement to enter the QRIS system was not fulfilled.

II. FY2013 Planning for UPK Program

Redefining Universal / FY2013 Planning

At the July 2010 Retreat of the Board of Early Education and Care, it was decided that QRIS would be the quality standard for programs moving forward. Aligning UPK with QRIS continues to be a priority of the Board. Additionally, the Board has acknowledged the value of moving UPK statewide and away from the pilot model to be a more comprehensive initiative that is inclusive of more programs beyond the currently funded group.

EEC's Board, and its Committees, allocated time in FY2012 to discussing the further development of UPK, including refinement to the structure, purpose, funding mechanism and alignment with QRIS.

At the January 10, 2012 and February 14, 2012 meeting of the Board of Early Education and Care, after much Committee discussion which began in November 2011, recommendations were discussed for advancing the UPK program. At the February 2012 meeting, the Board voted to move forward with the following set of recommendations to advance the UPK program in FY2013:

- Require UPK grantees to demonstrate a Level 3 QRIS rating; existing UPK grantees will be given a one-year exception to achieve this rating;

- Require UPK grantees to demonstrate serving “high needs” children (as defined in the RTTT-ELC grant).
 - *Currently, Massachusetts defines “high needs children” as those with sufficiently low household incomes, those in need of special education assistance, and other priority populations who qualify for federal and/or state aid. Massachusetts is moving toward a broader definition of “high needs children” (see page 75 for definition) as included in the RTT-ELC application, which recognizes that multiple risk factors, in concert with one another, is what puts children at risk of poor educational outcomes.*
- Use formative assessments and screenings to identify “high needs” children;
- In order to support compensation efforts, programs will be required to receive a good to excellent score on the Program Administration Scale (PAS) for Center Based Programs and the Business Administration Scale (BAS) for Family Child Care Programs.
- Mandate use of program funding match; and
- Demonstrate alignment of Pre-Kindergarten to 3rd Grade with local school districts.

FY2013 Funding Levels

EEC will conduct a two-tiered, competitive procurement process for awarding FY2013 UPK funds. Initially, EEC will make up to \$5.5 million of the total appropriation available to existing UPK grantees.

After that procurement process for existing grantees, EEC will then conduct a second competitive procurement, which will be made available to any other existing programs that are able to meet the policy goals and objectives of the UPK program. Subject to appropriation, EEC anticipates that \$500,000 will be made available to fund this second open, competitive procurement, which will enable EEC to fund 32 additional classrooms (at 5 “high needs” children per class) for a total of 162 new children.

Funding Formula and Basis for Funding Levels

The current FY2012 UPK funding is determined by the number of children and portion of subsidized children in each classroom, operating hours, and full or part-time/year status, e.g. total classroom enrollment x \$500 + total subsidized enrollment x \$1500 = total grant award.

The FY2013 UPK funding formula will be based on the number of “high needs” children in a grantee’s classroom (limited to a maximum of 5 “high needs children” per classroom). Programs would receive \$3,009 per “high needs” child they serve (program can receive funding for a maximum of five “high needs” children per classroom).

The rationale for the funding level of the first grant round to current grantees is based on the current 391 UPK classrooms,

potentially serving up to 1,833 "high needs" children, which would bring the maximum grant allocation for these children to approximately \$5.5M (\$3,009 per child).

Impact of FY13 Funding Formula on Current UPK Programs

The Board and Department are cognizant of the impact that changes in the FY2013 grant will have on current grantees; an analysis of current programs revealed 125 programs would gain funding (60% of UPK Programs) under the new funding formula and 83 programs (40% of programs) would lose some level of funding.

The past 4 grant application cycles have indicated to UPK grantees that potential changes to the program were likely. But, at their February 14, 2012 meeting, in order to allow for additional planning, the Board voted to allow existing UPK grantees with previously established UPK classrooms, with educators who have obtained bachelors' degrees, to apply for level funding in FY2013 to be applied to existing educators' compensation only. This exemption would be only for the FY2013 grant round. Additionally, in order to be eligible for this exemption:

- the program must be a QRIS Level 3 program and 75% of their teachers would have to have Bachelor's degrees;
- the program must have demonstrated the practice of salary enhancement with UPK funds for two years;
- the Bachelor's teacher(s), with the early childhood or related degree, must teach in the preschool classroom;
- the teacher(s) implicated must have at least a two year tenure at the program; and
- the programs will be required to demonstrate that the new funding formula is insufficient to meet the salary of the Bachelor's teacher(s) and 100 percent of the new formula must be dedicated to teacher salaries.

The FY2013 grant application for current grantees is expected to be available in March 2012 and the in the summer of 2012 for new programs interested in applying, both for July 2012 funding.

- **Grantee Assessment and UPK Program Evaluation**

- a. **Child Assessment Data from UPK Assessment Tools**

UPK grantees are currently required to enter child assessment data from their UPK classrooms/homes in an electronic assessment system at least twice per year (fall and spring). EEC has coordinated with three publishers of the EEC-approved assessment systems (High Scope COR, Work Sampling, Creative Curriculum and GOLD) to set up a state license for programs interested in participating. The state license gives EEC immediate access to program-level data and offers programs with a reduced price per child to use the assessment system. Participation in the state license has not been required, which allowed

programs to concentrate on the actual child observations and child assessments and also allowed programs the alternative of entering data in their own electronic systems which some have had in place for many years (and EEC does not have access to).

b. UPK Program Quality Evaluation

Each year a portion of UPK funds are set aside for activities to support programs to move toward advancing their quality. In fiscal year 2011, EEC used UPK evaluation funds for three initiatives. Those included an evaluation of the Quality Rating and Improvement System (QRIS) standards, by Education Development Center to inform the revisions of the provisional standards; the Kindergarten Readiness Assessment Model Design and Pilot, by New York University, which provided recommendations to EEC to assist in the implementation of a full Kindergarten Readiness Assessment System in partnership with the Department of Elementary and Secondary Education (ESE) to be used to support the alignment of birth through age 8 programming; and the Assessment Grant, implemented by Associated Early Education and Care, to provide training, technical assistance, coaching/mentoring, and assessment and screening tools and materials to programs in the mixed delivery system to support the implementation of assessment and screening in settings serving preschool children across the Commonwealth.

Quality Indicator 6: MA has a system that collects, analyzes, and disseminates program quality and child outcome data to inform policy and program development and implementation.

Accomplished This Year

I. See Quality Indicator 1 for a summary of the work relative to QRIS.

II. Professional Qualifications Registry

In June 2010 EEC launched its PQ Registry to gather data on the early education and out of school time workforce in Massachusetts. Educators currently working in early education or out-of-school time in an EEC-licensed center-based program or FCC home in Massachusetts are required to register annually by EEC licensing regulations. Since its inception, over 47,000 educators have registered. In 2011 EEC expanded the PQ Registry to improve usability and to allow educators to renew their registration. The PQ Registry is gathering important information on the size, composition, education, and experience of the current workforce. It will store information about the retention and turnover of educators working in early education and out-of-school time programs. This data helps EEC build a workforce development system that responds to the needs of all educators and programs in Massachusetts. The EEC PQ Registry and QRIS will interconnect to analyze data on program quality and workforce education. For more information on the PQR, please see Strategic Direction: Workforce.

Planned for Next Year

III. Measuring Program Quality

Professional Qualifications Registry (PQR) and QRIS: The EEC PQR and QRIS and will continue to be refined to establish further interconnectivity to analyze data on program quality and workforce education during the second year of QRIS Implementation. In addition, EEC will develop a QRIS application data to include measurement of child growth and to inform the development of the QRIS Level 5 Standards.

In the first three years of the Race to the Top – Early Learning Challenge grant, the state plans to fund the validation of workforce core competencies in social/emotional development and literacy/ numeracy and to conduct a study of best practices in supporting social and emotional development.

Quality Indicator 7: Licensing regulations that reflect best practices have been promulgated, translated, clearly communicated to the field, and enforced consistently throughout all regions.

Accomplished This Year

Regulations Reform - For Adoption and Foster Care Regulations

EEC's adoption and placement regulations, codified at 102 CMR 5.00 *et seq.*, identify the standards for the licensure or approval of adoption and child placement agencies in the Commonwealth. EEC has not revised these particular regulations since 1998. Since that time, there have been many changes in adoption law and research regarding best practices for placement and adoption agencies. EEC has undertaken an extensive review to update and restructure these regulations. As part of its review and restructuring, EEC has added and revised its definitions applicable to the adoption and placement regulations. With respect to licensure, EEC has increased the documentation requirements before a provisional license can issue and has added an enhanced license category, effective for three years from the date of issuance. EEC has also clarified its requirements related to the administration of a placement agency and record retention.

EEC began analyzing the current regulations with feedback and consultation from the Evan B. Donaldson Adoption Institute and research from Hanover Research group. The result of that work was presented at the June 14, 2011 meeting of the Board of Early Education and Care and the Board voted to solicit public comment, in accordance with the requirements of the Administrative Procedure Act, on the proposed restructured and revised licensing regulations for child placement and adoption services. Since that time, EEC staff has continued to meet with the adoption advisory group and other outside stakeholders, including the Department of Children and Families, to review the draft regulations to ensure consistency with other state regulations and to capture best practices in the field. A final draft of the proposed regulations is expected to be disseminated for public hearing by May, 2012.

The more significant changes to the regulations are in the areas of general case work management, services to birth parents and services to adoptive parents. These changes are as follows:

- Each agency shall designate a Director of Social Services to have overall responsibility for all social service, clinical and casework decisions for the agency; this person shall have an advanced degree in social work, psychology or a closely related field and 5 years of experience in providing foster care or adoption services.

- The social worker assigned to provide counseling to persons considering adoption shall be separate from the worker assigned to the prospective adoptive family. The social worker assigned to provide support to the foster family shall be separate from the worker assigned to the child in placement.
- Birth parent counseling shall be provided by a person with an advanced degree in social work, psychology or a closely related field and two years of experience in child placement, including issues of grief and loss.
- A description of the adoptive parent(s) identified for the child shall not be provided to the expectant parent(s) prior to the third trimester of pregnancy and the completion of intake and an accompanying service plan.
- Payment of living expenses and support services for the birth mother have been increased, shall not be made for more than 9 months including no more than 6 months during the pregnancy and 3 months following birth.
- Prospective adoptive parents may not be charged for birth parent counseling costs or charged for expectant parent living expenses and support services before the beginning of the third trimester.
- If a child is placed in foster care who differs from the home study recommendation as to the age, sex and characteristics of children which the foster care applicant(s)' home can safely accommodate and best serve, the social worker shall provide a written justification for the decision and recommend additional services and/or training that the placement agency will provide to support the placement.
- Foster parents shall be required to attend a minimum of 20 hours of training each year.

Quality Indicator 8: Comprehensive services, including mental health consultations, are embedded in the delivery of services for families and children.

Accomplished This Year

I. Mental Health Consultation Services Competitive Grant

In FY2012, EEC successfully procured a statewide early childhood mental health consultation grant model, awarding \$1.25M in funds to six regional grantees covering the entire Commonwealth. Key goals will continue into FY2012, including creating a structural base for mental health consultation services, which is comprised of telephonic and on-site consultation with programs and families across the state, referrals for services to be met outside of the grant, and utilization of third party billing to maximize the reach of grant funds. Programs serving children with EEC supportive contracts will be prioritized with regard to access to consultation services.

The objectives of the model are as follows:

- i. Promote the healthy social and emotional development of all children, particularly those children whose emotional development is compromised by poverty, biological or family risk factors, or other circumstances which may contribute to toxic levels of stress;

- ii. Build the capacity of early education and care program staff to enhance children's learning through positive, nurturing interactions with children and with their families and to address the needs of children who exhibit behavioral challenges;
- iii. Attend to social-emotional needs of children so they are ready to learn and successful in their early education;
- iv. Reduce the number of children who are suspended or expelled from Early Education and Care funded programs;
- v. Promote collaboration for better access to supportive services for children and their families; and
- vi. Maximize resources by ensuring that certain mental health interventions are funded, when appropriate, through insurance payments.

The three main goals of the FY12 Mental Health Consultation Renewal Grant are for the selected entities to:

- Build on the success of the FY11 Mental Health Consultation Grant by continuing to fund a statewide mental health consultation services model to provide a system of mental health consultation accessible to the mixed delivery system of early education and care programs statewide.
- Grantees must continue to have the capacity to provide direct services and consultation at the classroom/program levels with prioritization given to programs serving EEC subsidized children through a voucher or a contract. Services to children and families may be provided only when third party services are not available. Classroom-level services must be prioritized and whenever possible, services to children at the individual level and/or family services should be referred to third-party providers.
- Meet needs identified by EEC. Grantees must continue their ability to:
 - Provide services widely accessible within a set region;
 - Benefit the greatest number of at-risk children;
 - Serve children from birth through age 14 (14th birthday), prioritizing children birth to age 5 receiving EEC subsidies, and working with children and families as early as possible (infant/toddler and preschool capacity);
 - If public school preschool programs do not have a contract with EEC to serve subsidized children, services to the school must be approved on a case by case basis by EEC;
 - Address cultural and linguistic needs of children, families, and providers;
 - Work in partnership with teachers and families;
 - Provide referral options for children with intensive or extensive mental health needs; and
 - Build program capacity through training and coaching on models that promote positive social emotional development and prevent challenging behaviors (e.g. the Center on Social Emotional Foundations for Early Learning's (CSEFEL) Pyramid Model, Strengthening Families, etc.) in the context of specific referrals.
- Create efficiencies by building on the current system of collaboration with partners and use of 3rd party billing without duplication.
 - Build linkages to other available and appropriate community resources, social services, and mental health agencies including referrals to public school Special

Education, Early Intervention programs, and other family support programs and services in order to promote the coordination and continuation of mental health services for children and families;

- Make referrals for more intensive therapeutic services for children and families including services provided for MassHealth eligible children through the Children's Behavioral Health Initiative (CBHI), and
- Notify EEC of areas of the state where third party mental health services are not available in a community or for a specific family.

FY2012 Mental Health Consultation Renewal Grants were approved for all regions but Region 1 where we renewed the contract for the Region 1 provider, Clinical and Support Options (CSO), for the limited period of July 1, 2011 through October 31, 2011. EEC issued an RFP seeking a provider in Region 1 for the period November 1, 2011, through June 30, 2012, to provide on-going services to children. Responses for a competitive bid for Region 1 were due on September 16, 2011. Behavioral Health Network, Inc. was awarded the contract for the period beginning November 1, 2011. EEC will schedule quarterly meetings with grantees and will collect FY2012 performance and outcomes data from grantees. See Appendix G for data received from grantees to date.

II. Center on Social Emotional Foundation for Early Learning (CSEFEL)

The Massachusetts State Planning team for the CSEFEL Pyramid Model, in which two EEC staff participate, continues to meet monthly to support statewide, collaborative professional development structures that utilize CSEFEL's conceptual framework, related with promotion, prevention, and intervention efforts. The State leadership team continues to offer trainings across the state, provide technical support to the demonstration sites and provide assistance to trained coaches and mentors. In September 2011 the State Planning team hosted a 2-day program-wide event on the CSEFEL Pyramid Model. This Program Wide training was held for teams of early education and care program staff. This training was facilitated by LAUNCH state staff and the Connected Beginnings Training Institute and built the capacity of 4 teams from around the state (Associated Early Ed. and Care, Triumph Head Start, Dimock, Worcester Community Action Council, Inc.), to implement the Pyramid Model at a program-wide level. Twenty-eight participants attended the training.

In March 2010, the EEC Board approved the use of \$300,000 in ARRA funds to train educators in the CSEFEL Pyramid model by providing high quality 15 hour intensive training to child care programs, their staff, licensed FCC providers and systems and other professionals in early education and care who work directly with children. This initiative builds on the training of 55 educators as instructors by Connected Beginnings Training Institute (CBTI) and included follow-up mentoring and coaching with site visits and telephone consultation to help educators imbed the Pyramid model in their programs. CBTI completed the CSEFEL trainings in August 2011. A total of 66 trainings were offered and a total of 1807 educators participated in this training.

III. See update relative to "EEC and DPH Collaboration to Assure Inclusion Services for Children with an IEP" under Infrastructure.

IV. Communities of Practice

The *Communities of Practice* were designed by EEC to bring together the mixed delivery system to provide a network of support on topics and issues specific to supporting young children with disabilities and their families. Communities of Practice meetings were held regional during the months of February 2011, May 2011, and October 2011.

- c. *Supporting Dual Language Learners: What to Expect and When to Consider Special Education* In February 2011, over two hundred and forty five people attended these regional Communities of Practice discussion topics included an overview of the population of DLLs and their families, language and literacy development differences and key ideas about dual language development versus disability, and Education and Care Policies and Guidelines for Children Whose Home Languages
- d. *Understanding Services & Benefits for Children & Youth with Special Health Care Needs* This presentation offered in May 2011 provided an opportunity to learn from the Department of Public Health and Regional Consultation Program Coordinators about State and Local Resources & Benefits available to support children and youth with special health care needs.
- e. *Supporting Families Utilizing the Strengthening Families Approach*, held in October 2011 for over 290 participants, provided an overview of the Strengthening Families Protective Factors and included a networking session to discuss ways of intentionally including the Strengthening Families Protective Factors approach in everyday practice when working with families with children with disabilities or challenging behaviors. This served as an opportunity to further embed this approach in public schools and programs while strengthening the support provided to families that include children with a disability or challenging behavior.

Planned for Next Year

V. Center on Social Emotional Foundation for Early Learning (CSEFEL)

The Educator Provider Support Grantees who EEC contracted with to provide professional development opportunities throughout the regions will continue to offer the CSEFEL training to the early childhood and out of school time field. The Department of Public Health has two grants that are supporting the continuation of CSEFEL/Pyramid work; the grants are Launch (Linking Actions for Unmet Needs in Children's Health) and SAMHSA (Substance Abuse and Mental Health Services Administration). Both of these grants are supporting two upcoming trainings which support programs who serve families and Institutions of higher education to build their knowledge and content around how to support children and families around promoting social emotional development and school readiness of young children.

VI. EEC and DPH Collaboration to Assure Inclusion Services for Children with an IEP

EEC and DPH will continue to work closely together on joint professional development opportunities for educators on the transition of children from IDEA Part C to Part B.

- The RCPs will continue to work closely with EEC to provide technical assistance for the successful inclusion of preschool children with disabilities and conduct public school site visits.

VII. Communities of Practice

Communities of Practice meetings will be held in each regional office during the months of February 2012 and May 2012. Topic areas for the meetings are as follows:

- *Peers in the Inclusive Classroom – A Dialogue on Programming*
This meeting will consist of a network discussion regarding the use of assessment and screening and how to use information gathered to inform how to individualize for the child. Different models of placement will be discussed including ways to ensure that all children are placed in the most optimal setting for learning. This meeting topic was suggested as a vehicle for programs to better understand and develop consistent methods for placement of children with a wide range of abilities in inclusive early education programs.
- *Early Intervention (EI) to Public School Transition – Enhancing the Experience for Families*
This meeting would include an overview of the perspectives of the Early Intervention - Family Service Plan and the Public School - Individualized Education plan. Information would be provided by the Federation for Children with Special Needs to enhance a parents experience in the transitioning from Part B to Part C. Training would also include a Public School person and an Early Intervention person as a speakers and include discussion around how these documents are used to inform supports that a child needs to develop especially given discussions that continue to occur that school districts do not offer all services that a child in EI might receive. Network session would support programs in further establishing relationships and protocols to assist with positive and exciting transition experiences for families.

Quality Indicator 9: Children in residential and placement programs receive quality and appropriate services and are placed in the least restrictive settings.

Accomplished This Year

I. Reduction of Restraints and Behavior Restrictions

EEC, along with its agency partners, developed a multi-agency and multi- year charter to guide the work towards a move towards reduction of trauma induced restraints and moving children from out of home placement to a more permanent placement. EEC and partners have identified through national and state research that the over utilization of restraints and behavior restrictions can result in re-traumatization of children and possibly delay or prevent their eventual re-integration with a more permanent home situation. The ultimate goal is that all youth serving educational and treatment settings use trauma informed, positive behavior support techniques that respectfully engage families and youth.

- a. EEC Residential and Placement licensing staff have worked closely with the Department of Children and Families (DCF) to assure that all of the children in the custody of DCF are placed in the least restrictive placement to allow for children to reach their maximum potential. Throughout the past year EEC and its agency partners developed and implemented a survey of all administrative staff of residential programs throughout the state. Regular meetings took place monthly with the restraint leadership team and quarterly meetings were held with the steering committee that represents the provider community.
- b. EEC also continued with the training initiative with ESE, DCF, DDS and DMH under the auspices of the Executive Office of Education and the Executive Office of Human Services. There were ten training /listening sessions held throughout the state during

the past year continuing the goal of creating violence free and coercion free treatment and educational environments in every residential environment. The committee is of the opinion that the message has been received that Massachusetts is moving towards a restraint free residential philosophy.

Planned for Next Year

II. Reduction of Restraints and Behavior Restrictions

EEC again has the goal in the coming year to move toward a web based restraint reporting portal. In order to make serious progress in the restraint reduction initiative there is a need for real time data pursuant to restraints and seclusion utilization. This data must be easily reported and quantified. The current proposal is to utilize a version of the EEC quarterly restraint reporting format for this information.

NEW 2011 Quality Indicator 10: Identify ways to quantify progress, particularly in the context of the whole child agenda.

Accomplished This Year

Whole Child Agenda

I. Supporting the Holistic Development of Children and Youth Families

As indicted in the “State Advisory Council on Early Education and Care (SAC) Needs Assessment” section of this report, the (SAC) has made one of its goals to identify the needs of young children birth to age eight, with a special focus on multi-risk infants and toddlers, and assess the “quality and availability of early childhood education and development programs and services for children from birth to school entry.” The purpose of the needs assessment is to inform the Board of Early Education and Care and EEC of the resources that will best serve families and communities in supporting the holistic development of children and youth families. While the focus of this needs assessment is early education and care, the Board and Department recognizes the multiple dimensions of child growth and development and that this must be considered in order to support the whole child.

- II. See Family Support Indicator 3 relative to the **Coordinated Family and Community Engagement (CFCE) piloting the use of the Ages and Stages Questionnaire (ASQ)** screening tool in fifteen CFCE programs, with the goal of integrating this into the CFCE model across the Commonwealth.

III. Race to the Top Early Learning Challenge Grant Memorandums of Understanding (MOUs)

The state plans to devote Race to the Top Early Learning Challenge Grant funds will devote to building up the state infrastructure to support interagency collaboration on programs and services for high needs children from birth to age 5. This initiative will include staff training and professional development for workers in the field, support for personnel with expertise in child development and early education, learning collaboratives on key issues (e.g. children’s mental health), and support for successful programs at participating state agencies. This work has been agreed to across agencies and is outlined in the following MOUs.

- Department of Public Health (DPH): The state will fund DPH over four years to support the hiring of one EEC Clinical Health and one Mental Health Specialist to embed health guidance for families with high-needs children in multiple programmatic systems via staff training, training on medication administration, data sharing and aligning programmatic and staff resources that can benefit young, high needs children.
- Department of Children and Families (DCF): over four years, the state will fund the education of DCF staff about the availability of early childhood education programs to families receiving DCF services, such as domestic violence shelters.
- Department of Mental Health (DMH): over four years, the state will direct funds to DMH to work with EEC to hire one full-time specialist in early childhood mental health, and one-part-time child psychiatrist. The agencies will collaborate on the *Statewide Community Crisis Intervention Project*, the *Massachusetts Child Psychiatry Access Project*, and establishing links between EEC's CFCE grantees and DMH's *Parent Support Groups* for parents of children with mental illness.
- Office for Refugees and Immigrants: over four years, in a key part of our high quality plan for family engagement, the state will hire an Early Education and Care Liaison and execute plans to increase two-way communication between the early education and care community and programs serving immigrant and refugee families.
- Department of Housing and Community Development (DHCD): The state intends to direct funds over four years to DHCD to better collaborate on efforts to provide services to homeless families.

Three Year Strategic Direction:

Increase and promote family support, access and affordability (2009)

Increase and Promote Family Support and Engagement (2011 focused strategic direction)

Family Support Indicators of Success:

- *Family Support Indicator 1: Families are aware of the mixed early education and care system and have access to affordable, high-quality early education and care services.*
- *Family Support Indicator 2: Families are recognized as full partners in the education of their children and are empowered to be involved with the physical, social, emotional and intellectual development of their children.*
- *Family Support Indicator 3: Families are informed about child development and aware of family support resources.*
- *Family Support Indicator 4: Early education and care services are delivered through a seamless system that is responsive to the needs of all families and provides supports and resources for transitioning children in and out of early education and care programs and services.*
- *Family Support Indicator 5: Families of infants have access to programs and services that support the development of healthy attachment between babies and their primary caregivers and promote early brain development.*
- *Family Support Indicator 6: Parents are recognized as their child's first teacher and have access to literacy supports that build skills among children and parents.*
- *Family Support Indicator 7: All families experience seamless transitions throughout their child's early learning and developmental experiences.*
- *Family Support Indicator 8: Families that are limited or non-English speaking have access to information about early education and care and the services available*
- *Family Support Indicator 9: Strong partnerships are established between families (parent/caregiver) and educators to maximize high quality early education and care for all children.*
- *Family Support Indicator 10: Parents of children in residential and placement programs are aware of and knowledgeable about appropriate placement and treatment options that are compatible with the needs of their children.*
- *Family Support Indicator 11: Parents seeking to adopt are aware of and knowledgeable of available adoption resources and state adoption policies.*

- ***Family Support Indicator 12: Family services are integrated and delivered in a coordinated manner across state agencies.***

EEC continues to utilize the Strengthening Families framework and approach, which has widespread support from social science researchers, early childhood practitioners and policy experts. The Protective Factors are:

- ***Parental resilience: The ability to cope and bounce back from all types of challenges***
- ***Social connections: Friends, family members, neighbors, and other members of a community who provide emotional support and concrete assistance to parents***
- ***Knowledge of parenting and child development: Accurate information about raising young children and appropriate expectations for their behavior***
- ***Concrete support in times of need: Financial security to cover day-to-day expenses and unexpected costs that come up from time to time, access to formal supports like TANF and Medicaid, and informal support from social networks***
- ***Children's social and emotional development: A child's ability to interact positively with others and communicate his or her emotions effectively¹³***

Family Support Indicator 1: Families are aware of the mixed early education and care system and have access to affordable, high-quality early education and care services.

Accomplished This Year

- I. **Average Caseloads for FY 2011 (August 1, 2010 – July 1, 2011): 57,471 children** (Please see Appendix N for additional data and charts)
 - a. ARRA: 911 children
 - b. DTA: 16,457 children
 - c. Income Eligible: 34,407 children
 - d. Supportive: 5,696 children

- II. **Massachusetts Child Care Resource & Referral (CCR&R) Agency Feasibility Study- Response to FY2012 Budget Language**

There are three main purposes of the Child Care Resource and Referral Services contract, in addition to complying with state procurement laws, which are: to purchase high-quality subsidy management services for EEC subsidized families and providers/Systems that accept subsidies; to purchase information and referral services for EEC subsidized and non-EEC subsidized families and providers throughout the Commonwealth; and to purchase enhanced consumer education services for families throughout the Commonwealth. For detailed information on CCR&R Re-procurement, please see Appendix N.

Current CCR&R Budget and Services

Currently 11 CCR&Rs offer varying levels of service:

- Level One: Voucher Management (9 CCR&Rs)
- Level Two: Information and Referral (8 CCR&Rs)
- Level Three: Consumer Education (2 CCR&Rs)

¹³ Retrieved from The Center for the Study of Social Policy, Strengthening Families, January 5, 2010.
http://www.strengtheningfamilies.net/index.php/main_pages/protective_factors

The current budget for Child Care Resource & Referral services totals \$5.4 M per year. These services were put out to bid in 2009 and began on July 2010 (20 bidders responded (14 CCR&Rs and 6 other bidders) and 11 were selected. This contract was for 3 years with 2 one-year options to renew.

Need for Reform

Over the past two year, EEC has received input from a variety of sources that point to a need for reform of our CCR&R System. These sources include:

- The MA Legislature (via EEC Budget Language)
- The June 2011 CAYL Study Circle Report
- The January 2012 Findings of the SAC Family Needs Assessment
- The January 2012 National Child Care Resource and Referral Association (NACCRRA) Plan for Massachusetts Findings and Recommendations.
- CCR&Rs agencies

Massachusetts Legislature

Although the Massachusetts Legislature fully funded CCR&R services for FY2012, in response to concerns regarding the status and cost effectiveness of the CCR&R agencies in the Commonwealth, the legislature included language in EEC's FY 2012 Budget language:

"...The department shall issue a report by February 15, 2012 detailing the feasibility of centralizing the following responsibilities provided through item 3000-2000 in fiscal year 2011 with the department: program coordination and support, voucher management, outreach to hard-to-reach populations, intake and eligibility services for families seeking financial assistance to enroll in early education and care programs, resource and referral for families with disabilities in child care programs, and walk-in services for homeless families."

The June 2011 CAYL Study Circle Report Findings

EEC worked with the CAYL Institute to review the CCR&R network and conduct leadership development of these agencies that leads to better service delivery for children and families. The CAYL institute held two focus groups with CCR&R staff, compiled and synthesized interview data, meet with advisors and field staff to discuss preliminary findings, developed and reviewed a draft report with field staff and advisors and then provided EEC with a Final Report in June 2011, with the following findings:

- FINDING 1: CCR&R agencies recognize that change is needed while clearly articulating that there are system and fiscal challenges from the state to help affect change.
- FINDING 2: The historic core functions of MA CCR&R services have eroded.
- FINDING 3: Restructuring of EEC-Funded professional development services have largely supplanted the CCR&Rs historic role.
- FINDING 4: MA CCR&Rs demonstrate inconsistent use of technologies.
- FINDING 5: The role of CCR&Rs in the context of expanded state initiatives that support families is unclear.

- FINDING 6: Links between MA CCR&Rs and national best practices and trends are not strong.

SAC Family Survey on Access to Information When Selecting a Program

As part of the Massachusetts SAC needs assessment, parents were surveyed to identify the needs of young children from birth to age eight and the quality and availability of early childhood education programs and services for children from birth to school entry. The following information was reported back to EEC:

- A large majority of families report needing some type of care for their children, including 73% of families participating in the representative sample and 81% of families that completed the public version of the survey.
- Families rely strongly on informal referrals to find out about early education and school-age care arrangements.
- In 39% of the families surveyed, the family heard about their primary care arrangement through neighbors, friends, relatives or community groups.
- Families reported only modest use of other referral services. For example, only 8% reported using a child care referral service and only 3% reported using the referral of a healthcare provider, welfare/social service caseworker.

CCR&R Agencies

The CCR&Rs themselves acknowledge the need to improve services within their current contract and have begun the following changes within their current contract:

- Becoming NACCRA Quality Assured. All Level 2 CCR&Rs are currently in the Self-Study process.
- Supporting role-out of the voucher management pilot and subsequent expansion.
- Developing plans to increase their role in informing families and programs about the value of the QRIS.
- Increasing Level 3 outputs.
- Updating and streamlining the process for monitoring of voucher providers.
- Enhancing the use of technology as possible with current funding.
- Collaborating with MASS211 in delivery of information and referral services.
- Development of a state-wide Advisory with broad representation.

These findings, taken together, indicate a need for the following reforms in CCR&R services in MA:

- Standardization of CCR&R services across all contracts,
- Increased use of technology and unified data systems,
- Streamlined and/or centralized voucher management,
- Increased access to information for all families, subsidized or not, on early education options and quality - including the QRIS,
- Clarification around the training and technical assistance role of the CCR&Rs,
- Alignment with national best practice and CCR&R quality assurance.

Analysis in Response to MA Legislature Budget Language Relative to CCR&R Services

In order to be responsive to the FY2012 budget language requiring the Department to undergo a feasibility study of the CCR&R agencies, EEC worked closely with the National Association of Child Care Resource & Referral Agencies (NACCRRA) and CCR&R agencies to develop a plan that is consistent with EEC's Board Strategic Five-Year Plan and continues to build an infrastructure that is consistent with EEC's long term goals to prepare all children, from birth through higher education, for success in school, work and life. This plan is designed for implementation over the next two years and will provide a pathway to build on local infrastructure while bringing consistency in the service delivery statewide. The plan addresses the needs of all families with young children, especially those experiencing multiple risk factors and from low-income families, hard to reach populations and those with the greatest educational need.

National Association of Child Care Resource & Referral Agencies (NACCRRA)

EEC hired the National Association of Child Care Resource & Referral Agencies (NACCRRA) to develop a Strategic Plan to ensure effective and efficient delivery of comprehensive Child Care Resource and Referral (CCR&R) Services in Massachusetts. This information is included below and in additionally in Appendix P and is intended to meet this requirement.

NACCRRA's approach consisted of a combination of strategies that includes a national review of state CCR&R models and best practices, a review of all Massachusetts policies and procedures with on-site review of Massachusetts current operations and targeted focus groups with parents and early education and care providers and conversations with skilled CCR&R network personnel from other states. Preliminary findings and recommendations were presented at the December meeting of the EEC Board. NACCRRA's final findings and recommendations regarding the role of CCR&Rs in MA can be found in Appendix P. They will submit their final report to EEC in early 2012.

Child Care Resource and Referral Agencies

CCR&R Program Directors and their Agency Executive Directors met on January 5, 2012 to develop a proposal to present to EEC regarding the future of CCR&R contracts. Their suggestions include playing an increasing role in educating families about the QRIS, aligning Massachusetts QRIS quality standards with some NACCRRA national quality standards, helping increase QRIS participation, providing Health & Safety trainings, continue to improve consistency and deliver similar services statewide, provide a statewide newsletter, partnering with EEC in the implementation of the Integrated Data System and provide technical assistance to both contracted and voucher programs. CCR&Rs have expressed their opinion that these changes could be accomplished through amendments to their current contract and would like to work towards these goals and continue to improve services over the remainder of their contract and have requested the next year to strengthen current system and thoroughly identifying their critical role in the overall Early Education and Care system.

EEC Recommendations in Response to MA Legislature Budget Language Relative to CCR&R Services

In order to continue to develop CCR&R services as an integrated part of EEC's service delivery system as outlined in the Race to the Top Early Learning Challenge Grant and to respond to the findings summarized above, EEC offers the following course of action for CCR&R contracts in FY 2012:

- Current level one and two contracts (9 CCR&Rs provide level one voucher management service; 8 CCR&Rs provide level two information and referral services) will be renewed for 6 months in FY2013 (July 1 – December 31, 2012).
- Level three contracts (2 CCR&Rs provide level three consumer education services) will not be continued into FY2013. These funds will be transitioned to support the Brain Building in Progress Campaign.
- A RFR will be developed for contracting for a newly designed and standardized set of CCR&R services that will start in January 2013.
- To design this new role, EEC will hire a management consultant in FY2012; the job posting is due to EEC by February 24, 2012. The management consultant will incorporate input from families and current CCR&Rs as they develop a standard set of policies, procedures and protocols to be used by all CCR&Rs. Once the development of the standard protocols is complete, the management consultant could remain in an oversight capacity to ensure that CCR&Rs perform as required/defined.

Management Consultant Protocols

The standard protocols developed by the management consultant will include specific expectations regarding the following:

- Use of technology: required systems for all CCR&Rs.
- Voucher Management: requirements related to outpost locations, response times, monitoring and alignment with contracted providers, DTA and MASS211.
- Information and Referral: requirements for effectively serving all families in the Commonwealth.
- Provider Training: requirements related to workshop offerings, focus on health and safety, support of new applicants for licensure and alignment with EPS grantee offerings.
- Customer Service: Requirements related to NACCRRRA Quality Assurance and customer satisfaction.
- Consumer Education: requirements related to specific avenues for information distribution, topics and alignment with Brain Building in Progress and MASS211.

Proposed Timeline (4 Phases)

Phase One: Information Gathering/Visioning

- December 2011 - February 2012
- Board to review plans with CCR&R input.
- Letter to all CCR&Rs outlining the plans for FY2013 contracts.
- RFR Posted for hiring of management consultant.

Phase Two: Planning March – June 2012

- Management Consultant will develop standard policies, procedures and protocols by June 30, 2012.

Phase Three: Re-Contracting July – September 2012

- EEC will develop an RFR that reflects the protocols and post as an open bid for CCR&R Services.
- Contract awards will be announced by September 15, 2012

Phase Four: Transition to new CCR&R model. October – December 2012

- New CCR&R contracts start: January 1, 2013

Future Implications and Issues For Consideration:

- Role of the CCR&Rs: The goal of this process is not to eliminate CCR&Rs but to instead to redefine their role and to align their work with that of other EEC initiatives and Race to the Top Plans. It is expected that the role of CCR&Rs will move away from service delivery and more toward sharing of information.
- Information Technology: this timeline assumes smooth roll-out of the integrated voucher reassessment system in February that will allow for contracted programs to renew vouchers themselves. Delays in implementation of this system may result in delays in the implementation of the CCR&R re-bid as plans will assume this system to be in place. The significant decrease in voucher reassessment workload by CCR&Rs will allow for reallocation of CCR&R staff time to other initiatives.
- Timing to Reduce Impact on Families: January start date for new contracts is planned to minimize impact of any changes on families.

Information and Referral

i. Services Included in CCR&R

Child care subsidies play a key role in EEC's mission of providing the foundation to support all children in their development as lifelong learners and contributing members of the community, and supporting families in their essential work as parents and caregivers. Also, information and resources for families about choosing early education and care and out-of-school time programs, finding parenting and other resources in their community and applying for child care financial assistance are fundamental. To be successful in supporting EEC's strategic direction of increasing and promoting family support, access and affordability, the management of vouchers should be informed by a clear framework with critical principles, along with policy strategies that support those principles. According to the National Association of Child Care Resource and Referral Agencies (NACCRA), the definition of a CCR&R is "an agency that helps assess community need, develop supply, provide parent referral services, and help families make informed child care choices".

For FY2012, EEC renewed contracts of the CCR&Rs for the child care resource and referral and voucher management functions. As noted above, EEC has hired the National Association of Child Care Resource & Referral Agencies (NACCRA) to develop a Strategic Plan to ensure effective and efficient delivery of comprehensive Child Care Resource and Referral (CCR&R) Services in Massachusetts.

ii. Information and Referral –MA211

In addition to the information and referral services provided by Child Care Resource and Referral agencies, EEC contracts with MA211, a state-wide telephone information call center that provides information to the public on local services such as food, clothing and shelter assistance, legal and financial services and, during times of emergency, up to date disaster information from the MA Emergency Management Agency. MA211 services are available 7 days per week, 24hours per day and in multiple languages. MA211 is contracted with EEC to include information on early education and care programming in their menu of resources for callers. EEC Staff met with MA211 to discuss plans for FY2012. MA211 staff has been trained on the new Kinderwait wait list system and will be available to place families on the waitlist and, when needed, renew their waitlist placements. MA211 has also offered to approve interim applications submitted directly by parents on-line (all self- placements on the wait list will require approval to ensure that their application is complete and allow families to move from “interim” to “placed” on the waitlist.)In August MA 211 participated in an orientation for CFCE grantees regarding the Help Me Grow Programs and the planned use of the Ages and Stages Questionnaire (ASQ). It was important for MA211 to participate as EEC has designed a survey to gather site-specific data on each CFCE for MA211 to use in making referrals to their services. The survey went out in early September and MA211 now has the data in their database on 83% of the CFCEs. Follow up with the remaining CFCEs is in progress. On September 21st, EEC provided the staff of MASS211 with training on the CFCE grant program. The goal of the training was to support the capacity of MASS211 to communicate effectively with families and programs about information and resources related to early education and care and family support in their communities. In addition to the training, EEC will enhance the MASS211 information system by providing them with the results of a survey of CFCE grantees that is currently underway. Mass211 is beginning to make referrals to the CFCEs this month. Mass211 attended a CFCE statewide meeting to provide an overview of their services to all CFCEs. MASS211 joined the CCR&R Advisory Board and has accepted an invitation to serve on the Help Me Grow Steering Committee.

In January 2012, MA211 received 853 calls relative to early education and care. The total number of calls to MA 211 continues to increase monthly. The number of calls and reasons for calling (January 2011 – January 2012) include:

| Topic and # of calls | Jan | Feb | March | April | May | June | July | Aug | Sept. | Oct. | Nov. | Dec. | Jan |
|---|-----|-----|-------|-------|-----|------|------|-----|-------|------|------|------|-----|
| Looking for EEC licensed program | 58 | 48 | 85 | 60 | 74 | 195 | 174 | 159 | 329 | 190 | 173 | 161 | 131 |
| Financial assistance information | 92 | 68 | 187 | 162 | 144 | 92 | 105 | 125 | 200 | 172 | 159 | 696 | 696 |
| Tips for selecting a program | 49 | 19 | 40 | 48 | 41 | 36 | 48 | 69 | 82 | 73 | 80 | 63 | 79 |
| How to open an early education and care or out of school time program | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | | 0 |
| How to get on the EEC | 47 | 20 | 58 | 53 | 49 | 45 | 61 | 57 | 117 | 69 | 79 | 186 | 152 |

| | | | | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| waiting list etc. | | | | | | | | | | | | | |
| Complaint Information | 2 | 0 | 1 | 3 | 2 | 1 | 0 | 3 | 2 | 5 | 1 | 4 | 10 |
| Child Care Regulations | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Number of callers given the link to the Best Practices in Early Childhood Transition Guide | 49 | 19 | 40 | 48 | 41 | 36 | 48 | 69 | 82 | 73 | 80 | 63 | 79 |
| Number of callers given the link to the Learn and Grow Together Family Guide | 49 | 19 | 40 | 48 | 41 | 36 | 48 | 69 | 82 | 73 | 80 | 63 | 79 |
| Total Number of Calls Received | 159 | 109 | 282 | 222 | 215 | 279 | 278 | 286 | 522 | 377 | 341 | 875 | 853 |

III. Please see the update relative to **"Affordable Care Act Initial Funding for Maternal, Infant, and Early Childhood Home Visiting Grants"** under Infrastructure.

IV. **Coordinated Family and Community Engagement (CFCE) Grant - Focus and Consolidation**
CFCE grantees continue to focus on the development of coordinated and collaborative community wide plans to enhance family access, education, and support across and within early education and care program models, to realize efficiencies and promote greater outcomes through shared resources and efforts. They provide families with information and access to EEC's financial assistance as well as information about other programs and resources to meet their needs.

V. **ARRA Funding to Support Coordinated Family and Community Engagement (CFCE) Grantees**
Eighteen CFCE grantees received ARRA funding to support their development of community-based strategic plans for meeting the needs of families with children birth to eight years old. As part of the strategic planning process, grantees conducted SWOT analyses, developing and implementing information collection tools, such as parent and provider surveys, focus groups, and interviews, offered in languages accessible for participants. In order to avoid duplication, grantees accessed existing needs assessment data collected by community partners. Grantees synthesized all of the data to identify strengths, opportunities and gaps in the current system and used the data to undergird the development of three-year strategic plans that support the objectives of the CFCE grant in the context of their communities.

The outcomes of the process included:

- Grantees with overlapping communities focused on inter-agency collaborations to facilitate community-wide activities and improve efficiencies in the delivery of services.
- Grantees leveraged relationships with new community partners to support outreach to isolated families and for translation support;
- Grantees with overlapping service areas created a shared vision about service delivery in order to maximize resources and to eliminate consumer confusion,
- Grantees are working with community partners to identify potential funding opportunities to implement strategic plan activities.

Planned for Next Year

- VI. **Coordinated Family and Community Engagement (CFCE) Grant - Focus and Consolidation**
CFCE's will continue to act as community based, information and resource hubs for all families in order to increase knowledge of and accessibility to high-quality early education and care programs and services for families with children birth through age 8 and facilitate access to consumer education, technical assistance relative to QRIS and other initiatives, and facilitate access to comprehensive services that support the needs of children and families. CFCE grantees will be a conduit to communicate EEC's standards and guidelines to all families in the Commonwealth, with particular attention to high need children and their families, in order to empower parents as informed consumers who will demand high quality early education and care programming for their children.
- VII. **CCR&R Business Model and Information and Referral Services**
Renewed or rebid applications will emphasize Information and referral for all families, streamlined voucher management, and documented progress in the multi-year NACCRA Quality Assurance Certification process. Areas identified as in need of improvement in the NACCRA Strategic Plan process will receive follow up in FY2012. Statewide telephonic information and referral services via Mass211 will be rebid in 2013.

Family Support Indicator 2: Families are recognized as full partners in the education of their children and are empowered to be involved with the physical, social, emotional and intellectual development of their children.

This indicator was further defined in 2011 to increase parent involvement in various levels of policy development and implementation through existing vehicles (e.g. Advisory Council, State Advisory Council and Coordinated Family and Community Engagement (CFCE) programs etc.).

Accomplished This Year

- I. **Coordinated Family and Community Engagement (CFCE) Grant**
This indicator, along with many others in the Strategic Direction-Family, is met through the work of the local CFCE grantees. Parents are involved in leadership on local governance councils; grantees provide trainings for parents who then take the lead in play groups and sometimes offer —parent cafes; and parents often act as peer outreach workers to help engage new or —hard to reach parents in their communities. For example, in Worcester, the majority of the playgroup staff is parent “graduates.” Having staff with a variety of backgrounds/languages, etc. is one way of reaching out to diverse populations. Their play space is a diverse environment with multiple languages spoken The CFCE program works closely with the Center for Living and Working to offer a support group for parents who are deaf. Please see Appendix N for additional examples of CFCE work.

II. Increasing Parent Involvement in Various Levels of Policy Development through Existing Vehicles (e.g. Advisory Council, State Advisory Council and Coordinated Family and Community Engagement (CFCE) programs etc.).

- a) **Coordinated Family and Community Engagement (CFCE) Grant – Family Involvement**
All CFCE grantees have parent representatives on their councils. Parents are encouraged to play leadership roles in the CFCE council, to review and make recommendations for programming that are responsive to the needs of children and families in the community.
- b) **State Advisory Council**
The State Advisory Council membership includes a parent representative, Jay Smith.
- c) **Advisory Council** The Parent Advisory, a corollary group of the Advisory Council, was created with the understanding that as consumers of early education and care programs and services, parents have an integral role in shaping the policies, programs and practices designed and supported by the EEC. EEC solicits input from parents in a variety of ways.
 - To inform the development of EEC’s new financial assistance system, parents on the EEC waiting list were surveyed to get their perspective on the kinds of information they would like to receive when accessing the financial assistance system, how they would like to receive information, suggestions for improvement of the current system, etc.
 - As part of the Massachusetts SAC needs assessment, parents are being surveyed to identify the needs of young children from birth to age eight and the quality and availability of early childhood education programs and services for children from birth to school entry.
 - EEC is holding regional parent meetings to engage families in a discussion about the Massachusetts plan for moving the system of early education and care forward, soliciting parent feedback and highlighting their role in supporting optimal development in their children.
 - EEC is also embarking on a series of meetings, which began in January 2012, with parents across the Commonwealth to update parents about the activities of EEC, specifically the Early Learning Challenge Grant, and to elicit input from parents about the Department’s policies, programs and practices.

Planned for Next Year

III. Increasing Parent Involvement in Various Levels of Policy Development through Existing Vehicles
EEC will continue to engage parents as key stakeholders in opportunities through the Advisory Council, State Advisory Council and Coordinated Family and Community Engagement (CFCE) programs etc.

IV. Universal Engagement of Families and the Public Using Evidence-Based Practice

Families are the single most influential individuals in a child’s development. EEC recognizes that when families and communities are fully engaged, supported and informed of the appropriate development of children, school readiness goals are promoted and successful. With a focus on reaching families of children with high needs, projects 3-5 will support communities in a variety of approaches to form strong partnerships with families.

Through Race to the Top – Early Learning Challenge grant funds, the state proposes to:

- implement its partnership with the state's children's museums and the state library association to align informal early learning and development opportunities with state standards over four years; and
- develop a comprehensive plan to increase support among early educators for children's family engagement and social and emotional development. This plan includes training all grantees then establishing a cohort of trainers in each of the six state regions to train educators on their effective family engagement strategies.

Family Support Indicator 3: Families are informed about child development and aware of family support resources.

Accomplished This Year

Collaboration to Support New Resources for Families

I. Coordinated Family and Community Engagement (CFCE) Grant

This indicator, along with many others in the Strategic Direction-Family, is met through the work of the local CFCE grantees. As part of implementation of Help Me Grow in Massachusetts, EEC is currently piloting the use of the Ages and Stages Questionnaire (ASQ) screening tool in fifteen CFCE programs, with the goal of integrating this into the CFCE model across the Commonwealth. The ASQ creates a structured opportunity for grantees to talk with parents about child development, with specific attention to the particular needs of their children. An integral part of the screening process is linking families to locally based resources to support their child's development.

In response to a growing need, CFCE coordinators participated in an EEC facilitated webinar about Supporting Military-Connected Families with Young Children. The goal of the webinar was to deepen participants' understanding of the unique needs of these families. The webinar was part of a larger EEC initiative with agencies that serve military involved families across Massachusetts. The role of CFCE grantees is to understand the needs of these families, reach out to them in their communities, and link them to appropriate resources.

In July, CFCE coordinators and Head Start directors participated in an EEC webinar designed to get their input on EEC's first draft of a Parental Consent form that will be used as part of the Early Childhood Information System. For CFCE programs, the parental consent form is a tool that will give them information that will enhance their capacity to identify and provide the most appropriate resources and referrals to families.

Please see Appendix N for examples of the work CFCE grantees are doing to ensure families are aware of resources.

II. Early Childhood Resource Centers (ECRC)

EEC currently funds Early Childhood Resource Centers (ECRC) located in Public Libraries across the state. The ECRCs provide access to materials and resources for early education and care programs and families statewide; literacy programs for children and their families; professional development opportunities for educators; and outreach activities that support literacy in

communities. The primary focus of the services is early and family literacy through child/family interactive events/activities that strengthen the literacy focus within the parent child relationship. At least 24 hours of activities will be provided over 12 months that provide opportunities to engage the dual language learner in literacy rich activities; promote awareness of free book programs in the community, and connect parents to adult literacy programs. Early Childhood Resource Centers will reach out to homeless shelters within their geographically area to encourage participation in literacy activities and will conduct an annual survey to families and providers regarding the best approach to communicate their services and activities.

In addition the Early Childhood Resources Centers will catalogue, house and maintain an established collection of early childhood resources including a portion of their inventory in other languages than English, purchase appropriate early childhood materials to keep resources current (include curriculum, parenting support, children's books, and teacher/provider books), maintain relationships with the coordinators of local public pre-schools and EEC initiatives, including CFCE Programs, CCR&Rs, Head Start, and FCC systems to close the proficiency gap, and promote awareness of family-friendly books, videos, and theme kits available for loan to parents/children/families.

EEC rebid this contract and released a Competitive Request for Proposals (FRP) on June 20, 2011. EEC received 6 bids in total, five of which were from existing ECRCs under current contract; the other was from the Berkshire Athenaeum Pittsfield library. The proposals were reviewed, scored and the notification of successful bidders was announced on Tuesday July 26th. The successful bidders are:

- Springfield City Library
- Cambridge Public Library
- Haverhill Public Library
- Norfolk Public Library
- Falmouth Public Library

The five Early Childhood Resource Centers have reported that in the first 6 months of the fiscal year they have offered 8 parent/provider workshops with a total of 281 parents and professionals attending. In addition they have offered 267 child/parent programs with 2435 children and 1880 parents attending these programs. 3,039 resource materials were loaned out during this period and 16 adults were referred to adult literacy programs.

Four out of the five Early Childhood Resource Centers met on September 28 with the EEC Family Community Quality Specialist to review the focus of contract for FY2012. As part of their on-going outreach to communities, the Early Childhood Resource Centers will schedule two (2) meetings each this fiscal year with the EEC Regional Office closest to their library to share information and materials with the EEC licensing staff. The information and materials will then be available for the child care licensing staff to share on their program visits. This meeting also provided the Early Childhood Resource Centers the opportunity to review the EEC professional development offerings and to consider how their professional development services can support key initiatives in the agency. The Early Childhood Resource Centers will also look to increase their inventory of reading materials in languages other than English in the upcoming year and through the 3 year term of the contract if funding permits. The Early Childhood Resource Centers will continue to support literacy activities for hard to reach populations and

awareness of the library and the services they offer child, families and communities as they have in the past contract.

The Early Childhood Resource Centers continue to be actively involved in the EEC mixed delivery system working closely with the CFCE grantees to prompt literacy related activities. The Early Childhood Resource Centers publish monthly newsletters and flyers to upcoming events held with the 5 libraries and have a wide distribution for these publications.

Embedding Strengthening Families Model in the Work

III. Massachusetts Strengthening Families Leadership Team

Massachusetts was selected by the Center for the Study of Social Policy to participate in the Strengthening Families Action, Implementation and Momentum (AIM) partnership. Supported by the Center for the Study of Social Policy, the goal of the partnership is to build and grow the knowledge base around implementation of Strengthening Families at the state jurisdiction level and at the program level. Central to the AIM initiative are parent partnerships, professional development and policy and system change related to supporting the Strengthening Families Protective Factors in families. State partners currently represented on the team are EEC, CTF, DPH, and DCF. Support and consultation from CSSP are the primary benefits to AIM Community member states.

Massachusetts was highlighted in the “Around the Country” section of the Center for the Study of Social Policy - Strengthening Families e-update of March 29th. The feature described the “joint leadership of the Children’s Trust Fund and the Department of Early Education and Care (EEC) working together to build a family service workforce that is more knowledgeable and prepared to embed the Strengthening Families Protective Factors and Key Strategies in its daily work.” The article included information about the inclusion of the Strengthening Families self-assessment in the MA QRIS and the Strengthening Families’ trainings that are being delivered by CTF for CFCE grantees and early education and care providers across the state. DCF and their role in our statewide efforts as part of the MA Strengthening Families team was mentioned.

- EEC continues to employ the Strengthening Families Protective Factor framework for all of our grant programs. The Protective Factors are:
 - Parental resilience: The ability to cope and bounce back from all types of challenges
 - Social connections: Friends, family members, neighbors, and other members of a community who provide emotional support and concrete assistance to parents
 - Knowledge of parenting and child development: Accurate information about raising young children and appropriate expectations for their behavior
 - Concrete support in times of need: Financial security to cover day-to-day expenses and unexpected costs that come up from time to time, access to formal supports like TANF and Medicaid, and informal support from social networks¹⁴

¹⁴ Retrieved from The Center for the Study of Social Policy, Strengthening Families, January 5, 2010. http://www.strengtheningfamilies.net/index.php/main_pages/protective_factors

- a. In FY2011, CFCE grantees completed the Strengthening Families self-assessment. At the end of December, EEC received preliminary survey results from the Center for the Study of Social Policy. As a result of our partnership with CTF, the areas in which grantees are least confident were included as conference offerings at their annual “View from All Sides” conference.
 - CFCE Programs are most confident in the areas of:
 1. Welcoming ALL families
 2. Making a wide range of information available via many avenues
 3. Providing info on services in the local community (DV, Shelter, Mental Health, Food Pantry etc.)
 4. Supporting transition to kindergarten
 5. Helping parents understand and support the social/emotional development of their child.
 - CFCE Programs are least confident in the areas of:
 1. Involvement of/outreach to fathers
 2. Language and Culture: materials in languages other than English and awareness of parenting practice across cultures.
 3. Trauma: training for staff and addressing the impact of trauma on children and families
- b. In FY2012, CFCE grant applications:
 - Grantees identified the top five areas within their Strengthening Families self-assessment in which they are least confident and provided a plan to build their program capacity to provide support to families in these areas
 - Grantees linked all of their planned activities to the specific Strengthening Families protective factor(s) each supported
- c. Strengthening Families and QRIS
 In the Family and Community Engagement Progression of Standards, Level 2, Early Education and care programs are required to use the self-assessment tool and develop a program improvement plan based on the findings including current goals and activities for strengthening family and community engagement.

IV. View from All Sides Conference

EEC was a sponsor of The Massachusetts Children's Trust Fund's 19th Annual, “A View from All Sides” Conference on November 7, 2011. The conference draws nearly 600 early education and care and family support professionals every year. As a result of EEC's ongoing partnership with CTF, a number of the training sessions that are included in the conference are in response to the needs of CFCE grantees that emerged in their Strengthening Families self-assessments. The sessions will address the involvement of/outreach to fathers; working with diverse families, and the impact of trauma on children and families.

Planned for Next Year

V. Coordinated Family and Community Engagement (CFCE) Grant

In FY2013, CFCE grantees will continue to provide information and guidance to parents to support their essential work as parents and caregivers. CFCE grantees will continue to provide linkages to resources that can bolster the Strengthening Families Protective Factors in families. These resources include: mental health supports, early intervention, WIC, early childhood special education, etc.

VI. Strengthening Families

- EEC will continue to work with state agency partners on the Massachusetts Strengthening Families team to develop a common language about our work with families and to leverage opportunities and create efficiencies through joint trainings for early education and family support providers and unduplicated locally available services and supports for families.
- EEC has worked with the Center for the Study of Social Policy to create a sorting category of “UPK Participant” for the online self-assessment tool, so that EEC and other state agencies around the country can get aggregate data from the UPK participant self-assessments that have been submitted by programs in their state to identify training needs.
- Based on input from EEC, the Center for the Study of Social Policy will have an at a glance state report which will allow states to pull data in real time that reflects the number of submissions, demographic information about the programs that completed the self-assessments and the populations they serve, the results of the self-assessments, etc.

Family Support Indicator 4: Early education and care services are delivered through a seamless system that is responsive to the needs of all families and provides supports and resources for transitioning children in and out of early education and care programs and services.

This indicator was further defined in 2011 to include building capacity of programs and their partners to serve families in need.

Accomplished This Year

Access to Early Education and Care

- I. **Income Eligible Waiting List**
EEC maintains a waitlist of children who are seeking child care and/or financial assistance. Currently the list is at approximately 26,000 children.
- II. **Income Eligibility Level Update**
Effective July 1, 2011, EEC updated the eligibility amount for families to access income eligible child care which increased the state median income The EEC Financial Assistance: Income Eligibility Levels and Parent Co-Payment Schedule, effective July 1, 2011, is posted on the EEC website at:
<http://www.mass.gov/edu/docs/eec/financial-assistance/for-families/fy11-income-eligibility.pdf>.
- III. **Improved Access to Care: On-line Income Eligible Waiting List Project**

EEC funded a study of access to income eligible child care and education in late FY2010. As a result of the study, key issues to access were identified, starting with family's ability to find out about and seek child care. With ARRA funding, EEC sought an IT vendor to develop an on-line waiting list application that would link all waiting list activities to the enrollment and placement of children in programs. ControlTec, the successful vendor, began work in October, 2010 and the KinderWait application was rolled out in August, 2011. The application was implemented with no down time for stakeholders. Training via webinars and face-to-face were conducted for CCR&Rs and Contract Provided.

IV. Financial Assistance Programs for Priority Populations: Supportive, Teen Parent and Homeless Child Care Contracts

The Financial Assistance Programs for Priority Population (a.k.a. Priority Populations) contracts provide access to high-quality early education and out-of-school-time care for families that are identified as belonging to one or more of EEC's Priority Populations. These include families who either have open cases with the Department of Children and Families (DCF) or who are DCF approved for 6 months of continuity of care after their open case has closed; have a parent that is under twenty years old; or are homeless and living in a Massachusetts' shelter, or have been found eligible for shelter but are placed in hotels because there are no available shelter beds or are participating in a Department of Housing Diversion program and are authorized for early education and care services by a regional Department of Housing and Community Development DHCD Homeless Coordinator. The contracts were issued in July 2010 for an initial term of three years with two, two-year options to renew. In 2011 EEC holds 125 support contracts serving 5,278 children, 44 teen parent contract serving 524 children, and 36 homeless contracts serving 596 children across the state. In addition, EEC has awarded 433 expansion slots that were distributed to supportive providers based on their contract size.

V. Income Eligible Child Care Contracts

In September of 2009 EEC awarded 195 contracts for an initial term of three years with two, two-year options to renew. In 2011 EEC holds 197 income eligible contracts serving 14,489 children across the state.

VI. FY2012 Head Start State Supplemental Renewal Grant

On February 16, 2011, the FY2012 Head Start State Supplemental Renewal Grant was posted. The allocation of this grant is \$7.5 Million. Eligible applicants are federally funded Head Start Grantees. The FY2012 key priorities of this grant includes: 1) support program's capacity to serve state-funded children, 2) support professional development opportunities, 3) enhance program's quality by requiring all HS and EHS center and family child care sites to participate in the MA Quality Rating Improvement System by FY2014, and 4) supplement federal funds to support programs' ability to match no less than 20% of federal funds with non-federal resources.

VII. Kindergarten Entry Enrichment Program (KEEP)

During summer 2011 EEC used ARRA funds to support implementation of the KEEP. The purpose of KEEP was to fund qualifying public schools and EEC Income Eligible contracted programs to provide preschool children who were not enrolled in early education and care programs and/or were educationally at-risk, with experiences that would help prepare them for kindergarten.

- **RE-KEEP:** All children that enrolled in KEEP were eligible to **receive** before and after school care during the 2010-2011 school year and summer 2011 care through ARRA-funded subsidies. This initiative supported continuity of care of children who were enrolled in care through the time-limited ARRA KEEP subsidies.

VIII. Preschool Child Care and Education (PSCCE)

In July 2010, EEC opened enrollment for preschool children who entered kindergarten in the fall of 2011 through the ARRA-funded Preschool Child Care and Education the PSCCE program. PSCCE provided an opportunity for Income Eligible preschool children to receive time-limited subsidies prior to the start of kindergarten. At the September 13, 2010 EEC Board meeting, the Board voted to expand the ARRA-funded PSCCE program by allowing all preschool children (ages 2.9 to kindergarten eligible) to enroll in care through this initiative with an end date of August 31, 2011.

Preschool Child Care and Education (PSCCE) Quality Add-On Initiative: At the September, 2010 EEC Board meeting, the Board approved the creation of the PSCCE Quality Add-on Initiative. The PSCCE Quality Add-on Initiative was based on the premise of the KEEP program, but expanded upon the model to include all preschool children and lengthen the time the program was offered to nearly a full year. Participating programs enrolled preschool children ages 2.9 to kindergarten eligible and are providing a quality preschool program funded through this initiative until August 31, 2011.

IX. Continuity of Care (for children enrolled in KEEP and Head Start)

This ARRA initiative provided continuity of care for children who participated in the Summer 2010 KEEP program by offering financially eligible children who entered kindergarten in September, 2010 with before and/or after school care. Participating children were also eligible for childcare during the Summer of 2011. Children who were enrolled in Head Start, were financially eligible and were to enter kindergarten in September 2011 participated in Head Start wrap-around care during the school year.

Redefining “High Needs Children”

X. Building Capacity of Programs and Their Partners to Serve Families in Need

Currently, Massachusetts defines “high needs children” as those with sufficiently low household incomes, those in need of special education assistance, and other priority populations who qualify for federal and/or state aid. Per the Race to the Top – Early Learning Challenge grant, Massachusetts is moving toward a broader definition of “high needs children” to include children who have multiple risk factors linked to poor school and life outcomes, including:

- Children and parents with special needs;
- Children whose home language is not English;
- Families and children involved with multiple state agencies;
- English language learners;
- Recent immigrants;
- Children with parents who are deployed and are not living on a military base;
- Low-income households;
- Parents with less than a high school education; and
- Children who are homeless or move more than once a year.”

As stated in the Universal Pre-Kindergarten section of this report, EEC is moving toward inclusion of this new definition in the Universal Pre-Kindergarten grant eligibility and will require programs to conduct formative assessments and screenings to identify “high needs children.” Additionally, to be eligible for a UPK grant, programs would have to demonstrate they serve “high needs children” as defined in the RTTT-ELC grant.

State Advisory Council

XI. State Advisory Council on Early Education and Care (SAC) Needs Assessment

The Massachusetts State Advisory Council on Early Childhood Education and Care (SAC) has made one of its goals to identify the needs of young children birth to age eight, with a special focus on multi-risk infants and toddlers, and assess the “quality and availability of early childhood education and development programs and services for children from birth to school entry.” The purpose of the needs assessment is to inform the Board of Early Education and Care and EEC of the resources that will best serve families and communities in supporting the holistic development of children and youth families. The needs assessment is an important step forward in building our knowledge and understanding of critical issues facing families. While the focus of this needs assessment is early education and care, the Board and Department recognizes the multiple dimensions of child growth and development and that this must be considered in order to support the whole child.

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Any educator or family who was not selected to participate in the random sample is invited and encouraged to complete the survey through a link posted on the EEC website. The Research Team conducted webinars with the EPS and CFCE grantees and have assisted them in survey outreach.

The research team has completed the preliminary analysis of the data collected through the surveys. There were 301 family surveys submitted for the representative sample and 2,028 family surveys submitted for the convenience sample. For the educator survey 875 responses were collected for the representative sample and 1898 for the convenience sample. A draft final report of the family and educator surveys have been received by EEC and the Research Team continues to do more in depth analysis. The Board heard a presentation of the results at the January 2012 Board meeting. The research team will submit a final report which will include any comments and feedback from EEC in February 2012.

Initial key findings and policy considerations include:

- Families may view certain research-based program features (e.g., curriculum aligned with state standards and connecting children and families to supports and services) as less important in their view of program quality. EEC may want to continue or expand community engagement and outreach initiatives that will help families understand important quality considerations and their connection to school achievement. Pre-K to Grade Three Alignment for Educational Success
- Family views on quality vary to some degree by race, income and family structure, especially with regard to the importance of helping children and families connect to support services, having classroom materials that reflect the language and culture of the children and opportunities to participate in community activities. EEC may want to consider these differences in tailoring outreach strategies to promote the QRIS and other quality-related initiatives.
- The survey found that 38% of families identified having a child with a special need or health condition and that a significant number of educators may be unsure of their ability to accommodate the needs of children with special needs. EEC may want to expand strategies to support programs and educators in the inclusion of children with special needs.
- Single-parent families are much more likely to have a current early education or out-of-school-time arrangement for their child and more likely to keep their child in that arrangement for more hours per week than other families. They are also more likely to cite the need for programs that offer evening care, sick care and summer-only care. EEC may want to keep in mind these findings and the need that some parents may have for more flexible scheduling as it considers changes to eligibility policies for families and as it considers options for rate reform.
- The survey found that 32% of families that have a primary care arrangement for their child use informal care, such as a relative, neighbor, friend or baby sitter. Given this finding, EEC may want to consider tailoring certain policy strategies to target families that do not use formal early education and care programs, especially in promoting the expansion of QRIS.
- The survey found that 13% of families identified speaking a language other than English at home and the survey of educators found that a significant number of educators may be unsure of their ability to use strategies to support the learning needs of English language learners. With these findings in mind, EEC may want to consider strategies to strengthen the supports available to the programs and educators who work with English language learners. EEC also may want to keep this finding in mind as it considers strategies to ensure that all families have access to translated materials that provide information on early education programs, literacy initiatives and other programs important to children and families.
- The survey found that families most often cite cost as a problem when searching for an early education program and also cite concerns over quality as a problem. Given these findings, EEC may want to consider financial assistance strategies and incentives that

help make high-quality programs more accessible to low-income families and encourage them to make selections based on program quality.

- While most respondents agree with statements about their families strength and ability to solve problems, 16% of families indicate that they would have no idea where to turn if their family needed food, housing, or had trouble making ends meet. EEC may want to keep this finding in mind when considering future support for family engagement initiatives, especially those focused on helping hard-to-reach families gain access to information on and connections to comprehensive supports and services.
- Given that 37% of families do not read to their child every day and 14% of families report that they do not read to their child at all and 9% report having less than ten books in the home, EEC may want to continue or expand strategies to strengthen early literacy and language development and further expand efforts to engage hard-to-reach families that may not be connected to formal early education programs or community agencies.
- While access to medical care for children is high, access to other services and supports may be insufficient – e.g., 18% of families indicate that their child had not visited a dentist within the past year. EEC may want to keep this finding in mind as it considers strategies to help connect children and families to additional supports and services that promote healthy child development.
- The results of this survey are only one component in the overall research framework for the needs assessment. With this in mind, EEC may want to consider options for replicating the family survey on an on-going basis that would allow survey results to be linked to quality and educator data from the QRIS to determine if programs are meeting child and family needs, and over time, to help evaluate the effectiveness of policy initiatives.
- EEC may also want to consider qualitative methods – e.g., focus groups or family interviews - for evaluating the needs of families to augment the quantitative assessment.

XII. Rural Community Support Grant

As a result of the State Advisory Council's recommendation, EEC released the FY 2012 Rural Community Support Grant on Friday, September 2, 2011. The purpose of the Rural Community Support Grant is to focus funds on rural communities in the Commonwealth that are often underfunded and have a great need for resources. Specifically, this funding supports the following:

- **Rural Community Strategic Planning:** One-time grants to selected Coordinated Family and Community Engagement (CFCE) grantees serving rural communities to support community birth through age 8 ("B-8") three year strategic plans, anchored in local data.
 - Plans will be based on child and family needs and the quality and effectiveness of B-8 aligned systems linking local schools, local providers and families through grants to communities.

- **Birth to 8 Assessment, Screening, and Curriculum Support and Alignment:** One-time grants to non-profit entities serving rural communities in partnership with public school, public school districts and/or a Charter school serving children pre-kindergarten to third grade, to support assessment, screening, and curriculum support and alignment within the communities.

A total of 5 out of the 9 applications were recommended for funding with one applicant requesting funds for both categories. These programs met the eligibility criteria and submitted applications on time. They also demonstrated need and merit. Ultimately, given the quality of the top 5 proposed programs and their adherence to the RFR requirements, the grant review committee recommended funding applicants whose scores were at least 75% or 80% or higher. The five (5) proposals have been awarded the competitive grant funds in either the category of development of a three (3) year birth to age 8 strategic plan that addresses child and family needs and the quality and effectiveness of birth through age 8 alignment or for assessment and screening and curriculum support and alignment from the pre-kindergarten programs through 3rd grade within a community. One proposal received funding in both categories. The awards are as follows:

- Ashburnham-Westminster Schools was awarded the birth to age 8 strategic planning grant;
- Cape Code Children's Place awarded the pre-kindergarten through 3rd grade assessment, screening and curriculum support grant;
- Nantucket Public School was awarded both grants;
- Lower Pioneer Valley Educational Collaborative was awarded the pre-kindergarten through 3rd grade assessment, screening and curriculum support grant; and
- Sandwich Public Schools (Sandwich Partnership for Families) was awarded the birth to age 8 strategic planning grant.

These applicants cover service areas that align with SAC's recommended goal to support rural geographic locations with limited resources in Western and Southeastern Massachusetts.

Planned for Next Year

XIII. Improved Access to Care: On-line Income Eligible Waiting List Project

The new waitlist system was implemented on August 15, 2011 and:

- a. Simplifies processes and procedures for waiting list workers at CCRRs, providers, and other stakeholders.
- b. Allows greatly improved analysis and reporting to better manage the eligibility and enrollment process

XIV. State Advisory Council on Early Education and Care (SAC) Needs Assessment

EEC will continue to reflect on the findings of this assessment. Specific to the finding that families may view certain research-based program features (e.g., curriculum aligned with state standards and connecting children and families to supports and services) as less important in their view of program quality.

Family Support Indicator 5: Families of infants have access to programs and services that support the development of healthy attachment between babies and their primary caregivers and promote early brain development.

Accomplished This Year

I. Birth to School-Age Taskforce

The Patrick Administration Education Action Agenda (June 2008) called for the creation of the Massachusetts Birth to School Age Task Force to establish a statewide birth-to-school-age strategy to ensure the healthy development of children, particularly those from low-income families and indicated that this strategy should include various service agencies, link multiple funding streams, and align preschool and school-age care. This initiative builds on the efforts of twenty years of work, such as the Infant Toddler Services Summit (ITSS) which the EOHHS Head Start State Collaboration Office convened from 1997-2003, as a public-private interagency collaborative effort to develop a comprehensive plan for children birth to age three. Based on the diverse expertise of this coalition, a Report was developed which lays the foundation for an integrated system of early care and lifelong learning that begins pre-birth, and was submitted to the Governor's Office and Child and Youth Cabinet in November 2010.

The Taskforce met in February 2011 to discuss no cost statewide strategies and framing priorities for collective success.

Planned for Next Year

II. Birth to School-Age Taskforce

The next phases of this work will be to continue implementing the priorities of the Taskforce as opportunities become available to do so.

III. Race to the Top Funding to Support Standards in Informal Settings

Race to the Top funding will support the continuation of the partnership with the state's children's museums and the state library association to align informal early learning and development opportunities with state standards.

Family Support Indicator 6: Parents are recognized as their child's first teacher and have access to literacy supports that build skills among children and parents.

Accomplished This Year

EEC is aware of the research that highlights the critical importance of pre-literacy skill development to ensure children are able to read by 3rd grade. EEC also monitors the data available measuring this indicator from the MCAS and other sources as available.

Early Literacy Initiatives

I. Coordinated Family and Community Engagement (CFCE) Grant

This indicator, along with many others in the Strategic Direction-Family, is met through the work of the local CFCE grantees. In order to support the capacity of the CFCE programs to support

early literacy in the families they serve, EEC provided literacy training on May 18th. Becky Bone, a National Literacy Consultant for the Scholastic Classroom and Library Group, shared strategies and activities related to the role of families in promoting the academic success of their children through the intentional support of their children's literacy skills. Each grantee received materials that have been developed for the Scholastic "Read and Rise" program which are designed to support parents in their role as their child's first and most important teacher. In addition to specific materials for families, coordinators were provided with a facilitator's guide for parent education workshops that includes topics like, "Culture, Traditions, Everyday Experiences," "Learning is Fun!" and "Family and Community Strengths." Grantees also received copies of Beyond Bedtime Stories: A Parent's Guide to Promoting Reading, Writing, and Other Literacy Skills from Birth to 5.

In FY2012, EEC will provide CFCE coordinators with additional early literacy "Train the Trainer" opportunities. The goal of the training is to equip coordinators with training modules and high quality books to be offered to families in their communities. The training will include foundational research about early literacy development as well as hands-on activities for families to do with their children at home. This training will underscore the essential role of parents as their child's first teacher.

Please see Appendix N for examples of the work CFCE grantees are doing to ensure families are recognized as their child's first teacher and have access to literacy supports.

II. Reach Out and Read

Reach Out and Read (ROR) is a national pediatric early literacy program, developed at Boston Medical Center, which incorporates books and literacy counseling into an already existing infrastructure: the routine health care visits of young children. In Massachusetts, there are 219 Reach Out and Read sites, serving over 191,000 at-risk children. For detailed information, please see Appendix N.

EEC continues to work in partnership with ROR pediatric practices across the state in order to build awareness about the resources and supports CFCE grantees can provide to all families. Building awareness in the staff that interface with families who receive pediatric care through those practices provides another access point for parents. In addition, EEC will continue to partner with Reach Out and Read in our shared commitment to promoting early and family literacy. EEC and ROR held a conference for 150 participants on April 8, 2011 at the UMASS Memorial Hospital, Worcester, MA. The conference focused on the family's role in teaching the building blocks of early literacy and school success. The target audience was Coordinated Community Engagement Grantees, Educator and Provider Support Grantees and Reach out and Read allied health professionals. Building on the success of that conference, Reach Out and Read, in partnership with EEC, offered a second literacy conference, "The Journey Toward Literacy Begins at Birth...and continues in many languages," conference on, November 30, 2011 at Northern Essex Community College in Haverhill. The conference focused on the building blocks of early literacy for children growing up bilingual. While the target audience for the conference was Coordinated Family and Community Engagement grantees and Reach Out and Read practitioners, the invitation list was expanded to include a wider audience of stakeholders engaged in early education and family support programming.

EEC's partnership with ROR has expanded in FY2012 as through their participation in the Massachusetts Help Me Grow- ASQ pilot. ROR is piloting the ASQ (Ages and Stages Questionnaire) in a pediatric setting to create another access point for families to get information about their child's development.

III. **ARRA Supported Early Literacy Grant: Parent Child-Home Program (PCHP)**

EEC awarded \$175,000 of ARRA quality funds to The National Parent Child-Home Program (PCHP) to increase the core competencies of FCC educators to increase quality early literacy opportunities for infants and toddlers in FCC programs as well as to promote family involvement in book sharing, reading aloud and storytelling.

The National Parent Child-Home Program (PCHP) partnered with 11 PCHP programs in Massachusetts to offer 50 workshops, May 1, 2010 to March 31, 2011, to over 1,250 FCC educator participants (fifteen cohorts across the state, each receiving a series of 3 trainings) based on their evidence based curriculum with a focus on early literacy. PCHP offered on-going assistance to providers between trainings over email and the phone and also mails monthly tip sheets connected to the trainings to providers. Trainings were offered in Spanish, Portuguese & Haitian Creole. Upon completion of the trainings, eligible providers received at least 15 books for their programs; parents of children in the programs also received books and were provided opportunities to engage with the educators and provide continuity for their children's enhanced early literacy experiences.

IV. **Joint ESE and EEC Early Literacy Support Conference**

Joint ESE and EEC Early Literacy Support Conference: Brain Building and Early Literacy and Numeracy: Strategies and Supports for Young Children (Birth to 8): EEC and ESE hosted three one-day conferences in 3 regions of the Commonwealth. The conferences addressed children's learning in literacy and numeracy and the links between learning in these and other academic areas and a child's social-emotional competencies, physical health and family and community engagement. The keynote speaker, Lilian Katz, is a nationally-renowned expert on child development and education. Lilian addressed the need for a coordinated system of supports and services for children PreK-3 that addresses academic and non-academic needs in more depth, and provide research, practice and suggestions for ensuring this important work happens in a coordinated manner at the state, regional and local levels.

Participants (public school staff, center based programs, ASOST programs, Head Start and family child care) benefitted from collaborative and intentional discussions focused on how to align their work in supporting children's development. The conference had five strands:

- Literacy (including curriculum, instruction and assessment)
- Numeracy (including curriculum, instruction and assessment)
- Social-emotional Development and Physical Health
- Family and Community Engagement
- Leadership and Professional Development

Each workshop strand was facilitated by a team of at least 2 professionals, including a researcher/higher education faculty and a local program representative, and these strands formed professional learning communities (PLCs). Participants committed to a seven month commitment to these PLCs, which will include additional meetings, webinars, peer-to-peer site visits and an end of year event to create a sustainable model of professional development.

V. Early Literacy Proficiency Gap Task Force

With the understanding that early literacy is essential for success in school and life, EEC and ESE are collaborating on an Early Literacy Proficiency Gap Task Force. The joint Task Force has provided recommendations which include building a shared statewide system of pre-service and in-service ongoing professional development in literacy that addresses a continuum of pre-kindergarten to 3rd grade standards, assessments, and research-informed instructional practices; convening a Task Force to review measurement options in order to identify formative and summative assessments with a focus on comprehensive assessment of literacy for uniform statewide implementation and guidance to districts in Pre-k to 3rd grade; providing access for all children in low performing school districts; and the development, promotion and provision of concrete vehicles and benchmarks for parent/school partnerships including literacy support in the home through oral language and print.

Planned for Next Year

VI. Race to the Top Funding to Support Universal Engagement of Families and the Public Using Evidence-Based Practice

EEC recognizes that when families and communities are fully engaged, supported and informed of the appropriate development of children, school readiness goals promoted and successful. To that end, the state plans to spend Race to the Top – Early Learning Challenge grant funds to fund early literacy, family literacy, financial literacy supports and other programs designed to promote healthy living and child development.

VII. Coordinated Family and Community Engagement (CFCE) Grant

Promoting family education, engagement, and literacy remains a primary objective of the CFCE grant for FY2013. EEC will strengthen our statewide network of 107 CFCE grantees to support families of children with high needs by incorporating the use of evidence based models.

VIII. Reach Out and Read

EEC will continue to work in partnership with ROR pediatric practices across the state in order to build awareness about the resources and supports CFCE grantees can provide to all families and co-host conferences. Building awareness in the staff that interface with families who receive pediatric care through those practices provides another access point for parents. In addition, EEC will continue to partner with Reach Out and Read in our shared commitment to promoting early and family literacy through joint training opportunities for our CFCE grantees.

EEC and ROR will work together to assess the results of the ASQ pilot in a pediatric setting order to determine future implementation plans.

Family Support Indicator 7: All families experience seamless transitions throughout their child's early learning and developmental experiences.

Accomplished This Year

I. Efforts to Expand the Understanding and Definition of "Transitions"

EEC has made on-going efforts this year to expand the understanding and definition of the word “transition” to refer to all transitions children make during their years birth to age eight (e.g. transition from the home into formal early education and care; from a toddler classroom to a preschool classroom; from the school-day to after-school; from a home where one language is spoken to a program where another language is spoke; from preschool to Kindergarten, etc.).

a. Embedding expanded concept of transition in language of the Coordinated Family and Community Engagement (CFCE) FY2012 RFR

EEC continues to embed the expanded concept of transition in the RFR to clarify the description of transition supports to be provided and identifies that these supports for children and families is beyond the typical transition to Kindergarten to “provide support and information to families with children transitioning between and among early education and care settings, home and school.” The RFP further outlines that transition supports should:

- address the needs of children and families between and among home, early education and early intervention programs and into the public school system, and effective inclusion of children with special needs across the community, and
- address changes in settings, stakeholders, rules and expectations of children and families, as well as the additional shift from family engagement and involvement opportunities in the early education and care mixed delivery system to opportunities for families in a public school setting. must address not only changes in settings, stakeholders, and rules and expectations of children and families, but also the additional shift from family engagement and involvement opportunities in the early education and care mixed delivery system to the opportunities for families in multiple educational settings, including public schools.

b. Head Start and Public Schools Regional Meetings – Transition

EEC and the Department of Elementary and Secondary Education (ESE) in collaboration with the Head Start State Collaboration Office (HSSCO) conducted five regional community meetings during the months of May and June 2011 and have scheduled an addition round of four meetings in the November and December of 2011. The purpose of these meetings is to bring Head Start and the public schools together to fully realize the benefits possible through implementation of the existing Memorandum of Understanding (MOU) required by the federal Office of Head Start. Through effective implementation of this MOU, the Departments aim to strengthen collaborative relationships between Head Start and public schools related to early childhood curriculum, assessments, joint professional development and services and to ensure smooth transition for children and families into Kindergarten.

c. Interagency MOU Development: Early Childhood Special Education Transition

In December 2011, The Massachusetts Department of Early Education and Care (EEC), the Massachusetts Department of Elementary and Secondary Education (ESE), the Massachusetts Executive Office of Health and Human Services (EOHHS), the Massachusetts Department of Public Health (DPH), and the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start,

Region 1 and XII (ACF) finalized the MOU. This MOU was developed to promote coordination and collaboration in the provision of services to eligible infants, toddlers and preschool children with disabilities and their families, as applicable, through Early Intervention and early education and care programs including Head Start, Early Head Start, Migrant and Seasonal Head Start, public school pre-schools, for children with disabilities in the Commonwealth. The MOU has been used as a guide to help strengthening local collaboration for developing regional and/or local agreements, and for strengthening relationships among agencies and programs serving young children, with and without disabilities, and their families, with an emphasis on local collaboration between Early Intervention, Head Start, local school districts, and other community-based early education and care programs.

II. **Special Education Indicators**

EEC collaborates with the Special Education Policy & Planning unit at the Department of Elementary and Secondary Education (ESE) in supporting LEAs effective implementation and reporting of activities related to Early Childhood Special Education (IDEA Part B- Section 619) in the State Performance Plan (SPP).

- **Indicator 6 Preschool Least Restrictive Environments (LRE)** gathers information about the number of children with disabilities in preschools who received their special education services in general education settings, alongside their peers without disabilities. Specifically measuring the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). [20 U.S.C. 1416(a)(3)(A)]
 - Last year public schools were not required to report on Indicator 6, as result EEC continued to make available professional development opportunities that support – quality early childhood inclusion. In May and June 2011, EEC and the SpecialQuest Massachusetts State Leadership Team offered an in-depth leadership training series on supporting the SpecialQuest Approach for enhancing inclusive settings for early educators across the mixed delivery system which include the participation of 32 educators at multiple sessions that included a mentoring component with the UMASS Donahue Institute.
- **Indicator 7 Preschool Outcomes** Every fall and spring, data is collected in three outcome areas to determine whether children ages 3-5 with IEPs have made development progress in comparison to their same-age peers in three primary areas - Positive Social-Emotional Skills (including social relationships); Acquiring and using knowledge and skills; and Taking appropriate action to meet needs.
 - This past year, EEC continued to respond to request for technical assistance from school districts prior to and during the data collection periods the focus of TA included selecting appropriate assessment measures, and the use of the Child Outcome Summary Form (COS).
 - EEC also conducted site visits for 62 public schools, early childhood special education programs between the months of March to May 2011. The purpose of these visits were twofold; to strengthen our relationship as it relates to early childhood education and to identify local technical assistance needs.

- **Indicator 12 Transitions** requires that all children referred from Part C/Early Intervention programs must have their eligibility determined, and if found eligible, have an IEP developed and implemented by their third birthday.
 - In March 2011, EEC, the Department of Public Health (DPH) and the Department of Elementary and Secondary Education (ESE) hosted two Transition webinars. The webinars outlined both IDEA Part C and Part B Transition requirements, the transition timelines, community best practices and provided an overview of the Connect the Dots web-based module on Part C to Part B Transitions. Approximately 75 attendees representing Part B (LEA/ Charter School Districts), Part C (Early Intervention), Head Start, other programs serving young children, and state agency staff participated.
 - This year, as part of IDEA Early Childhood Special Education Preschool FY2012 funding, districts were required to provide documentation of their Transition Protocol or MOU with their Early Intervention program(s) to ensure effective transitions for children coming from early intervention services into the public school including determination of eligibility, developing and implementing an IEP and providing smooth transitions so that children are served by age 3. EEC hopes that this requirement will encourage increased communication and collaboration between EI and LEAs resulting in smoother transitions practices that effectively address this compliance indicator.
 - EEC Staff, DPH Early Intervention staff, and ESE Special Education Policy and Planning Unit Staff jointly developed and conducted four regional training in March 2012 for LEAs and Early Intervention Programs in ESE-identified Cohort I communities. The training sessions discussed transitions planning and best practices that can be used to guide the successful development and implementation of IEPs for children referred by Early Intervention (Part C). The sessions also incorporated guidance related to federal changes in the IDEA Part C and the new reporting requirements to LEAs and ESE.

Planned for Next Year

III. **Planned for Next Year: Definition of “Transition” Update**

Supporting coordinated transitions for families in a broad context will continue to be a priority for CFCE grantees, Head Start grantees, and public schools in FY2013.

IV. **Special Education Indicators**

EEC will continue to collaborate with the Special Education Policy & Planning unit at the Department of Elementary and Secondary Education (ESE) in supporting indicators in the State Performance Plan (SPP) related to Early Childhood Special Education (IDEA Part B- Section 619).

- a. **Indicator 6 Least Restrictive Environments** Through the Special Quest EEC will offer trainings that support quality inclusion in early education and care settings, and begin to offer additional technical assistance to districts to support data collection for Indicator 6 as baseline data for this indicator will be required in FY2013.
- b. **Indicator 7 Site visits**
- c. **Indicator 12 transitions**

Family Support Indicator 8: Families that are limited or non-English speaking have access to information about early education and care and the services available.

Accomplished This Year

Resources and Supports for English Language Learners

I. **Support for English Language Learners**

In an effort to support Limited English Language Learners, the Department has integrated a series of activities in many of its current initiatives that support English Language Learners in early education and care and out of school time programs such as the following:

- **Inclusion of Pre-LAS in QRIS:** EEC's QRIS includes the category, "Curriculum and Learning: Serving Children with Diverse Language and Cultures," and at Level 4 of the Center Based Standards, programs are required to use NAEYC Quality Benchmarks for Cultural Competence to adapt the learning environment to better support the children and families in their program, to use a consultant with expertise in diverse languages to support classroom staff, and to determine the primary language of children whose first language is not English. One way to measure that this standard has been met is implementation of the Pre Language Assessment Scales (Pre-LAS) which measure young children's expressive and receptive abilities in three linguistic components of oral language. EEC worked with Head Start Training and Technical Assistance at the University of Massachusetts Donahue Institute to offer training that provides an overview of the Pre-LAS oral language and pre-literacy assessment for four, five, and six year olds and best practices for working with children who are second language learners and their families to support second language acquisition. From April to October 2011, 11 trainings were offered across the state, three of which were in Spanish. 180 educators from center based preschool, family child care, Head Start, and public preschool programs were trained. Participants were provided with Pre-LAS 2000 assessment kits in English and Spanish. The Donahue Institute compiled training evaluation data for each of the trainings which showed that 90% of participants rated the training good or excellent.
- **Preschool Child Care Education (PSCCE) Quality Add-on Initiative:** This initiative provided funds for qualifying EEC Income Eligible child care providers, to offer preschool children not currently enrolled in early education and care programs and/or are educationally at-risk, experiences that will help prepare them for kindergarten. The EEC contracted/voucher providers qualified and selected to participate in the PSCCE Quality Add-on Initiative received a \$17.22 add-on rate per child enrolled through this program. This program focused on providing specific and targeted support for dual language or limited English proficient learners and educator qualifications including those that supported dual language learners. Over a two year period ending in September 2011, EEC provided \$5,572,736 in American Recovery and Reinvestment Act Funding (ARRA) to child care providers for PSCCE services.
- **Higher Education Support for Limited English Proficiency (LEP) Grant Partnership** Wheelock College received funding through the Department of Early Education and Care and the Massachusetts Executive Office of Education to work with the Readiness Center Network to examine the need for increased access to higher education for early childhood educators with limited English proficiency. The project aims to improve outcomes for children birth to age eight. As part of this project, Wheelock offered a

summer institute for 25 ELL practitioners for whom Spanish is the native language and resulted in 2 undergraduate credits. They convened several statewide meetings of stakeholders statewide to gather feedback and lay the foundation for increased access. They also convened a meeting of presidents and other key personnel from state colleges and universities in the Commonwealth to participate in this high level conversation on how we move the industry to improved practices for better access.

Higher Education Presidents' on Early Educators who are Dual Language Learners

As part of the Dual Language Learner Grant, Wheelock University invited Presidents of Massachusetts state colleges and universities with early education and care programs to participate in an important dialogue focused on advancing the success of English Language Learners in the Commonwealth. The intent of the meeting was to begin work on the challenge of addressing the needs of members of the early education and care and out of school time workforce who are not English speaking. These educators are working in the field every day and need the key competencies provided through higher education which support closing the opportunity gap for children as a part of the Governor's agenda to ensure all children succeed in school and as citizens.

Commissioner Killins addressed the participants about the challenges of the diverse workforce and provided an overview of the Race to the Top Application and status and a discussion on how the colleges and universities can work towards supporting the state application and also support the state's overall goal of having an impact on the success of the growing population of children and adults for whom English is a second language. This supports EEC Board's Strategic Plan, which envisions a "workforce system that maintains worker diversity and provides resources, supports, expectations, and core competencies that lead to the outcomes we want for children." The group will meet again in February at Worcester State University to continue the work.

- **Limited English Proficiency Grant for Family Child Care Educators**

EEC awarded Community Day Care Center of Lawrence with funding to address the needs of Spanish speaking educators who are caring for infants and toddlers in FCC homes. This initiative supports the delivery of comprehensive career development and training services (e.g. educational assessment, guidance, career planning, college courses, coaching and mentoring) geared to the needs of Spanish-speaking early education and care professionals with limited English proficiency. The intent of this statewide initiative was to provide at least 500 educators with educational assessment, guidance, career planning, college courses, as well as coaching and mentoring to help define appropriate pathways to competency development as evidenced by CDA certification, certificate achievement, and/or the beginning pathway to degree attainment. Community Day, along with its partners, assisted over 588 Spanish speaking providers in the northeast region of the state with preparing Individual Professional Development Plans (IPDP). 93 of those educators participated in college courses and 156 educators participated in CEU courses. 96 Educators were assisted in pursuing their CDA, with 19 completing their CDA during the grant period. 74 educators

are pursuing their associate's degree. For more information, please see Indicator 7 in Workforce section.

- **From Knowledge to Practice: Increasing Access to Higher Education for Early Care and Education Practitioners Who Are English Language Learners:** Wheelock College received funding through the Department of Early Education and Care and the Massachusetts Executive Office of Education to work with the Readiness Center Network to examine the need for increased access to higher education for early childhood educators with limited English proficiency. The project aims to improve outcomes for children birth to age eight. As part of this project, Wheelock offered a summer institute for 25 ELL practitioners for whom Spanish is the native language and resulted in 2 undergraduate credits. They convened several statewide meetings of stakeholders statewide to gather feedback and lay the foundation for increased access. They also convened a meeting of presidents and other key personnel from state colleges and universities in the Commonwealth to participate in this high level conversation on how we move the industry to improved practices for better access.

Language Policies

II. Data Collection to Inform Language Access Policies

EEC continues to work on collecting better data about how its services reach families that are limited or non-English speaking. See Appendix H for language data about the children served through EEC's vouchers and contracts. To date, this has not been a required field during a child's intake into EEC financial assistance; EEC is working on continuing to improve this data. EEC is also regularly now including supporting cultural and linguistic needs as an active requirement of many of its grants.

III. Development of Language Policies and Best Practice Models

In May 2010, the Department, in partnerships with the Head Start State Collaboration Office, hired Hampshire Educational Collaborative to support the department in the development of language policies and best practice alternative models that support English Language Learners (ELLs) children and families. On June, 2010, as part of this project, EEC developed a survey for early education and care providers and asked programs to share their experiences working with ELLs. Over 693 providers from the mix delivery system completed the survey, 7% of total participants reported to be Head Start programs and 2% were EHS programs. In addition, consultants scheduled visits to early care and education programs of the mix delivery system including Head Start Programs to observe best practices and approaches used with English Language Learners children and families. Information from the survey and site visits was integrated in the development of the language policy and best practice recommendations.

Planned for Next Year

IV. From Knowledge to Practice: Increasing Access to Higher Education for Early Care and Education Practitioners Who Are English Language Learners

Wheelock College is planning for a third meeting of presidents and other key personnel from state colleges and universities in the Commonwealth in April/May 2012 to continue the work begun in the initial meeting in September 2011 around increasing access for English Language Learners.

V. **Race to the Top Funded Initiatives to Support English Language Learners**

In order to establish a seamless system of developmentally appropriate learning and development standards for all children from birth to third grade, the following initiatives will produce standards for English language learners to address the learning needs of this population and promote child development education for other state agencies that work together with families with young children.

- In the first two years of the grant, the state will hire a vendor(s) to analyze how well the state early learning and development standards are aligned to the essential domains of school readiness and state assessments, including the KEA as well as augment the standards to better accommodate high needs populations, beginning with English language learners.
- Over four years, the state will fund the Institution of Higher Education (IHE) to train early childhood educators in an innovative program for English language learner educators.

Family Support Indicator 9: Strong partnerships are established between families (parent/caregiver) and educators to maximize high quality early education and care for all children.

Accomplished This Year

I. **Coordinated Family and Community Engagement (CFCE) Grant**

Partnerships with parents are an essential element in the Strengthening Families approach. In FY2012, CFCE coordinators across the Commonwealth were trained in this approach, which they then shared with their staff and community councils. Early Education and Care providers participated in these training opportunities as well. The Strengthening Families approach has enhanced the awareness of the early childhood community about the role of parents in their child's development and how they can support parents in this critical role. Strengthening Families is becoming part of the language and the fabric of early education and care programming through the QRIS.

II. **Massachusetts Pilot: National Center for Children's Vision and Eye Health**

Massachusetts continues to participate in a Prevent Blindness America grant from the Maternal and Child Health Bureau.

- a. The initiative includes the establishment of the National Center for Children's Vision and Eye Health and a National Expert Panel and is focused on three core elements:
 - i. To provide leadership in the development of best practices and guidelines for a public health infrastructure, and statewide strategies that ensure a continuum of vision and eye health care for young children
 - ii. To determine mechanisms for advancing state-based performance improvement systems, screening guidelines, and uniform data collection and reporting
 - iii. To implement a statewide strategy for vision screening from age 3 through entrance into school, establish quality improvement strategies, and determine a mechanism for the improvement of data systems and reporting of children's vision and eye health services.
- b. In 2004 the Massachusetts Legislature amended Massachusetts General Law, Chapter 71, and Section 57 requiring vision screening and/or indicated care within 12 months prior to entry into kindergarten. At that time, a coalition of stakeholders developed an aggressive state-wide educational campaign to launch the new preschool vision

screening program in Massachusetts. Despite this mandate, it is recognized that gaps remain in providing appropriate pediatric screening and eye care services.

- c. Commissioner Killins is a member of the Advisory Working Group for Strategy and Network Development which oversees the three Specialty Working Groups. More than forty individuals from the fields of optometry, ophthalmology, pediatrics, family practice, nursing, education, early education and public health, as well as parents and advocates, continue to contribute to the Massachusetts initiative as members of Specialty and Advisory Working Groups of the MA Pilot. The project is has moved from situational analysis phase to solution development. Roll-out of new systems, pilots and programs is expected during the next 18 months.
- d. EEC specific partnerships planned for 2012 in support of this work include:
 - i. Providing training to all CFCE grantees on the importance and availability of vision screening and comprehensive vision assessments in early childhood,
 - ii. Certification of at least one person at each EPS grantee who can then train and certify vision screeners state-wide
 - iii. Support access to Head Start via the Mass Head Start Association and the Head Start State Collaboration Office such that all Health Managers become certified in vision screening.
 - iv. Supporting linkages between the Mass Home Visiting Project and the Massachusetts Pilot of the National Center for Children's Vision and Eye Health.

Family Support Indicator 10: Parents of children in residential and placement programs are aware of and knowledgeable about appropriate placement and treatment options that are compatible with the needs of their children.

Accomplished This Year

I. Outreach Efforts to Reach Parents of Children in Residential and Placement Programs

This year EEC has continued to work with the Office of the Child Advocate to reach out to parents and guardians regarding residential care and foster care. We have also involved EEC in the outreach effort to the Massachusetts Trial Court regarding adoptions.

Planned for Next Year

II. Outreach Efforts to Reach Parents of Children in Residential and Placement Programs

EEC plans to have licensing information regarding residential programs available to parents on the EEC website; this did not happen this year due to the delay in contracting for the EEC unified system. We still hope to attempt this once the initiative progresses.

Family Support Indicator 11: Parents seeking to adopt are aware of and knowledgeable of available adoption resources and state adoption policies.

Accomplished This Year

I. Communication with Those Seeking to Adopt

This year, EEC continued to meet with the adoption advisory committee on a monthly basis. This provided a good forum for open communication and the review of the revised regulations. EEC also contracted with the Evan B. Donaldson Adoption Institute to review and provide comment

on the draft adoption regulations. The Institute performed this work and expressed the opinion that the proposed Massachusetts regulations represent national state of the art in adoption practices and are sure to be emulated by other jurisdictions.

Planned for Next Year

II. Communication with Those Seeking to Adopt

Next year, EEC plans to promulgate the revised placement regulations. EEC staff will also, in coordination with the Office of the Child Advocate, conduct training sessions for all juvenile and family court judiciary on adoption in Massachusetts.

Family Support Indicator 12: Family services are integrated and delivered in a coordinated manner across state agencies.

Collaboration with the Department of Transitional Assistance to Realize Efficiencies for Families

EEC and DTA have recently met in conjunction with EOHHS to determine where their agencies can realize efficiencies for families who receive TANF funded child care. As a result of these discussions, several initiatives were developed:

- TANF vouchers will be authorized for six months to prevent disruption in services as families move from welfare to work;
- EEC and DTA staff will meet to determine areas of overlap in their eligibility requirements and the accepted documents associated therewith. Following this review, EEC and DTA will likely enter into a Memorandum of Understanding whereby EEC will accept written verification from DTA that the required eligibility documents have been reviewed and approved by DTA and are therefore not required to be reproduced to EEC; and
- EEC and DTA staff will meet to explore EEC's ability to access MassHealth data and DTA data to minimize client verification requirements.

Three Year Strategic Direction:

Create a workforce system that maintains worker diversity and provides resources, supports, expectations, and core competencies that lead to the outcomes we want for children (2009)

Support development of workforce skills and core competencies to lead to quality outcomes for educators and children (2011 focused strategic direction)

Workforce Indicators of Success:

- *Workforce Indicator 1: The early education and care workforce has clearly defined education and professional development standards that are understood and embraced by the field.*
- *Workforce Indicator 2: The early education workforce has access to affordable education and professional development resources that support core competencies.*
- *Workforce Indicator 3: The early education and care workforce has a well-defined career ladder that adequately and fairly compensates educators as professionals.*
- *Workforce Indicator 4: Educators are adequately compensated to assure equitable access to high-quality care in all areas of the state, with emphasis on increasing compensation in communities with greatest need.*
- *Workforce Indicator 5: Early education and care professionals are respected and complete their professional responsibilities with confidence and competence.*
- *Workforce Indicator 6: The early education and care workforce has broad diversity that allows families and children to feel welcomed and comfortable to address the changing landscape and needs of the families and children.*
- *Workforce Indicator 7: The early education and care workforce functions collaboratively and effectively among all aspects of the early education and care system.*
- *Workforce Indicator 8: A Professional Development Registry and Workforce Management System are in place to observe and measure the efficacy of the workforce and measure the impact of the workforce system on child outcomes.*

Previously, much of the emphasis of workforce training centered on competencies related to licensing, including such skills as CPR training and following regulations related to hygiene and attendance. The newer set of skills and competencies are higher-order in nature—including literacy, positive behavior management, fitness and nutrition, and the sciences. With a focus on the adult learning principles of “theory, practice, and reflection,” formal training ensures that those who work with children come to understand themselves as serious professionals on a path toward proficiency and career growth.

For the last three years, EEC has submitted the Workforce Development System Building Update as a separate report. In recognition of EEC’s integrated infrastructure described in the Strategic Plan developed by EEC’s Board this update is now included in EEC’s Annual Legislative Report.

Since its inception in 2005, the Board and Department of Early Education and Care have been charged under its enabling statute to develop, implement, and annually report on progress towards a Workforce Development System for the early education and out of school time field. Through this system, the goals of the Board and EEC are to produce positive outcomes for children by supporting the education and professional development of those who work with them directly or indirectly in a variety of roles and settings every day.

Workforce Indicator 1: The early education and care workforce has clearly defined education and professional development standards that are understood and embraced by the field.

Accomplished This Year

I. Core Competencies

ECE issued the initial set of competencies and indicators early in February 2010. The competencies were accompanied by an introduction explaining their development and use, a glossary of terms, and crosswalks connecting them to the QRIS categories and the Categories of Study in EEC’s regulations on the qualifications of educators working with children from birth through preschool.

Each of the six regional EPS grantees align their professional development offerings with the 8 core competency areas and identify the appropriate competency area when entering their offerings into EEC’s Professional Development Calendar and in the Catalogue of the professional development opportunities they offer. In addition, educators entering their professional development and courses in the PQR can identify the competency area(s) that their training addressed.

The EPS Course Catalogue for July 2011 through June 2012 sorts opportunities by Core Competency area statewide. The Catalogue lists 328 courses, of which 122 are college courses and 202 award Continuing Education Units (CEUs). The offerings break down by Competency Area as follows:

Area 1: Understanding the Growth and Development of Children and Youth: 139 (42%)
Area 2: Guiding and Interacting with Children and Youth: 130 (40%)
Area 3: Partnering with Families and Communities: 100 (30%)
Area 4: Health, Safety, and Nutrition: 55 (17%)

Area 5: Learning Environments and Implementing Curriculum: 166 (51%)
Area 6: Observation, Assessment, and Document: 107 (33%)
Area 7: Program Planning and Development: 106 (32%)
Area 8: Professionalism and Leadership: 75 (23%)

EEC's Core Competencies can be accessed at. <http://www.mass.gov/edu/birth-grade-12/early-education-and-care/workforce-and-professional-development/core-competencies-for-educators.html>

In addition, EEC developed a one-credit on-line course on the Core Competencies so educators can self-assess their knowledge and skill levels and determine what additional professional development would be most beneficial. The course is available in both English and Spanish at <http://www.mass.gov/edu/birth-grade-12/early-education-and-care/workforce-and-professional-development/training-and-orientation-resources/free-competency-based-training-online.html>.

II. **Orientation to the Field:**

A 5 hour pre-service orientation for FCC applicants, which was based on the recommendations of the Workforce Development Task Force, went into effect in August, 2010. A second 5 hour module for FCC educators was developed and implemented in the fall of 2011. This module is intended for new FCC educators after they have 6 months of experience under EEC licensure. Educators will receive .5 Continuing Education Units (CEUs) upon completion of each orientation module. Together these orientation modules will satisfy the required 10 hours of professional development for family child care educators for their first year. Both orientation modules and the supporting materials are available in English, Spanish, and Portuguese.

Planned for Next Year

III. **Ensuring Competency through Workforce Knowledge, Skills and Practice-Based Support**

a. Core Competencies

EEC will continue to imbed the core competencies in its professional development work. The Educator Provider Support Grantees will continue to offer the Core Competency training to the early childhood and out of school time field. EEC will work with Department of Higher Education so that this and other EEC on-line courses can be offered through EOE's Readiness Center Network.

b. Race to the Top - Early Learning Challenge Grant – Practice Based Initiatives

Over four years the state plans to create and implement an infrastructure for evidence-based coaching and mentoring program that will greatly enhance the quality of the early childhood education workforce.

This initiative aims to promote career advancement, professionalization and accessible professional development opportunities in the field of early education, and are intended to improve the education, training, and compensation of early childhood educators to promote effective practice and alignment with EEC's workforce core competencies, increase workforce retention, and strengthen adult-child interactions, especially among high needs children.

IV. Orientation to the Field

EEC will continue to update these modules to reflect updates in policies and best practice. Topics such as transportation and safe sleep will be addressed.

Workforce Indicator 2: The early education workforce has access to affordable education and professional development resources that support core competencies.

Accomplished This Year

I. See update relative to **"Readiness Centers"** under Infrastructure.

II. Early Educator Scholarship Program

The Early Childhood Educators (ECE) Scholarship program has been jointly administered by the Office of Student Financial Assistance (OSFA) at the Department of Higher Education (DHE) and EEC since its inception in FY2006. The goal of the scholarship program is to increase access to the higher education system for the early education and care and out of school time field. And to ultimately increase the quality and availability of teachers and care providers to work with young children and youth in inclusive settings including infant/toddler, preschool and school age programs. Awards are based on IHE chosen and number of credits selected by the student. Funding for the program started at \$1M and peaked at \$4M due to demand. In FY2011, \$3.2M was the targeted funding goal for the ECE Scholarship program. FY2012, \$3.2M was the targeted funding goal for the ECE Scholarship program and 1,004 applicants were approved by EEC, with 59% attending public institutions and 41% attending private institutions. The demand for the ECE Scholarship was so great for the 2011-2012 academic year that OSFA was unable to accept any applications post the priority deadline, June 1, 2011. Changes were made in FY2012 to expedite the scholarship verification and award process. For additional information on the ECE Scholarship, please see Appendix I.

III. STEM (Science, Technology, Engineering and Math)

In 2010, EEC and the Aspire Institute at Wheelock College held a Pre-STEM Summit meeting for the EPS grantees so they would be prepared to advocate at the STEM Summit for including early education and out of school time in the statewide plan for STEM education. In addition to EEC and Aspire staff, 20 educators and EPS partners attended the session. As a result of their efforts, the 2011 STEM Summit had the first ever discussion strand dedicated to Early Education and Out of School Time. In October 2011, EEC and Aspire held a second Pre-STEM Summit meeting that included Community and Family Engagement (CFCE) grantees in addition to the EPS grantees to prepare for the 2011 STEM Summit that was held the next day. The Pre-Summit meeting reviewed last year's successes and included a panel to prepare participants for the discussion strands at the Summit. 37 grantees and their partners participated in the meeting (attendance was 49 including staff from EEC and Aspire). The Early Education and Out of School Time strand featured two panels: one on building the early education foundation for STEM learning with WGBH's Peep and the Big Wide World and IBM and a second that spotlighted programs that had innovatively imbedded STEM learning in their curricula.

IV. Targeted Professional Development Resources for the Field

EEC developed a series of on-line courses on the Preschool Guidelines, the Early Learning Guidelines for Infants and Toddlers, the Core Competencies, and Early Literacy. These courses were developed to the standards for awarding college credit but are designed to be used for self-study, facilitated

study that results in CEUs, or college credit. The courses are 15 hour, 1 credit courses with the exception of the Early Literacy course which is a 3 credit course. The Preschool Guidelines and Core Competency courses are also available in Spanish. All the courses are comprised of self-contained modules that can be taken individually to address a specific subject or strung together to make up an entire course. The courses are easily accessible at no cost for self-study (fees apply if the educator is seeking CEUs or college credit) on UMass Boston's Open Course Ware.

Planned for Next Year

V. Early Educator Scholarship Program

EEC will continue to work with the OSFA to coordinate the ECE Scholarship program and continue to evaluate the scholarship program to ensure that the needs of the early education and out of school time workforce as well as the needs of the Commonwealth are being met.

VI. STEM (Science, Technology, Engineering and Math)

EEC intends to continue building on the momentum created on the importance of STEM curricula in early education and out of school time programs by assuring that these programs have a voice in the development of the statewide plan. With the use of Race to the Top funds, the state aims to replicate the STEM Sprouts Teaching Toolkit, which is a collaboration of National Grid, Boston Children's Museum and WGBH. The toolkit is designed to be a curriculum "to assist preschool educators in focusing and refining the naturally inquisitive behaviors of three to five year olds on science, technology, engineering and math (STEM).

Workforce Indicator 3: The early education and care workforce has a well-defined career ladder that adequately and fairly compensates educators as professionals.

This indicator was further defined in 2011 to include use of assessment/data of Commonwealth ECE workforce by community and alignment of professional development resources to support increased financial support for ECE workforce education (coming from different sources), that would include evidence that the professional knowledge and skills of the workforce are better as measured by specific outcomes.

Accomplished This Year

I. Career Ladder

The education and skills educators bring to their work has a direct impact on the quality of the overall program. In September 2010, the Bessie Tarrt Wilson Initiative for Children (BTWIC) issued its "Blueprint for Early Education Compensation Reform." A key recommendation of the report was that attention be refocused on the development of a career ladder for Massachusetts. In collaboration with the Bessie Tarrt Wilson Initiative (BTWIC) EEC developed a basic career ladder for the early education and out of school time field. BTWIC and EEC hosted focus groups on the proposed ladder and presented to the EEC Board in May 2011. The EEC Board endorsed the career ladder as a resource tool for educators and providers across the mixed delivery system. Programs are not required to use the career ladder; but are encouraged to use the ladder as a reference for programs and educators as they map and plan professional development for themselves and for staff. EEC and BTWIC are using salary data from the PQ Registry to better understand what

educators make in comparison to workers in other sectors with similar qualifications. The career ladder and accompanying materials are available on EEC's website at:
<http://www.mass.gov/edu/birth-grade-12/early-education-and-care/workforce-and-professional-development/eec-career-ladder-for-educators.html>

Planned for Next Year

II. Career Ladder

EEC and BTWIC will continue to examine salary data from the PQ Registry in the frame of the career ladder. The goal is to illustrate and inform the ongoing discussion on adequate compensation for the early education and out of school time workforce.

Workforce Indicator 4: Educators are adequately compensated to assure equitable access to high-quality care in all areas of the state, with emphasis on increasing compensation in communities with greatest need.

This indicator was further defined in 2011 to include implementation of a rate reform and compensation strategy.

Accomplished This Year

I. Policy Priority: Compensation

EEC continues to make compensation a policy priority and has begun to reflect on this indicator as compensation linked with competency. However, EEC recognizes that an additional source of funding is going to be needed to address this issue. Currently, early education is primarily paid for by parents and keeping wages and investments in facilities low. EEC continued its collaboration with the Bessie Tarrt Wilson Initiative for Children (BTWIC) by using salary data from the PQ Registry to better understand what educators make in comparison to workers in other sectors with similar qualifications. Currently, this work is based on 85% of the workforce. More and more salary data is becoming available as the number of educators in the PQ registry increases. The goal is to illustrate the issue to inform the discussion on compensation and to provide data to support action in the future.

II. 2010 Market Rate Study

The federal ACF requires states to conduct such a survey every two years to help determine if they are meeting the federal requirements to provide low-income families with access to services. Kenley Branscome and PCG have conducted the 2010 Market Rate study as well as provide EEC with reports on the workforce and salary, an analysis of local child care prices and an analysis of absentee policies. The results of the Market Rate study were included in the 2012-2013 State Plan.

III. Alignment of Quality with a Rate Reform Initiative

Augenblick, Palaich and Associates were selected as the vendor for the rate reform project which will provide recommendations as to per-child cost estimates by quality within each categories of the QRIS system. The recommended model will allow the user to adjust the structure of the state's child care reimbursement rates by changing rates associated with different quality levels, ages, and programs settings, and view the resulting cost implications. The recommendations will include a discussion of the implications of changing reimbursement rates and other funding strategies,

including possible effects on quality, and the effects of subsidy policy tuition rates for non-subsidized parents.

In addition, the Department of Early Education and Care worked with the Hanover Research group to survey programs currently participating, and not participating in the Quality Rating and Improvement System to gather data and information on the cost of quality early education and care. More than half of respondents (57%) represented a center-based or school-based program, while 36% represented family child care programs and 7% represented after-school or out of school time programs. The full report can be found at: <http://www.mass.gov/edu/researchers/early-education-and-care> .

EEC plans to release a Scope of Work seeking a consulting firm to study the per child cost of early education including the additional requirements of the QRIS continuum. The study will also explore different costs per child according to the ages of children and settings of child care to establish items in the business of early childhood program delivery. Ideally, EEC will have an interactive model that will present current “settings” in the Massachusetts child care system (such as current participation rates and workforce qualifications) and allow users to adjust settings for a range of components tied to the state’s QRIS standards to see the cost implications. The cost model will also allow users to examine the effects of various methods of allotting money, including modeling the cost implications of changing child care reimbursement rules. The model will present results at the county, regional, or state level and will estimate the costs for providers based on provider characteristics.

EEC is initiating the process of conducting an analysis of the current cost of providing quality, whole child education and care reimbursement in the Massachusetts mixed delivery system. This approach will be the first step in the reform of the child care rates for subsidized child care that takes into account all costs associated with quality programs.

Rate Reform was the subject of the December 2011 Advisory meetings and feedback will be gathered from each of the 6 Advisory Subcommittees and reviewed at the full Advisory meeting in January 2012.

Planned for Next Year

IV. Policy Priority: Compensation

As more and more educators register in the PQ Registry and update their information as they renew their registration, EEC will have access to more accurate data on compensation. In addition, EEC is considering how stipends can be used to recognize educators who are instructional leaders in their programs by mentoring and supporting their peers.

V. Market Rate Study Update

The Market Rate Study is conducted every 2 years and will not need to be conducted again until 2012-2013. Activities related to the 2011-2012 report will begin in fall 2012 and will inform the future rate reform initiative which will provide recommendations as to per-child cost estimates by quality within each categories of the QRIS system. The recommendations will include a discussion of the implications of changing reimbursement rates and other funding strategies, including possible effects on quality, and the effects of subsidy policy tuition rates for non-subsidized parents.

VI. Rate Reform

EEC will continue this work in 2012 and have on-going conversations with the EEC Board and stakeholders in order to realize the potential for reform.

Workforce Indicator 5: Early education and care professionals are respected and complete their professional responsibilities with confidence and competence.

Accomplished This Year

I. Workforce Respect, Confidence and Competence

With the launch of its Professional Qualifications Registry in June 2010, EEC began collecting critical data on the early education and out of school time workforce. In the past, EEC has been unable to describe the size, characteristics, and needs of the workforce. As of December 2011 there were already over 49,670 educators in the PQ Registry, estimated at about two-thirds the current workforce. Data gathered on these educators includes, position, length of employment, salary, educational level and the professional development they complete. EEC has refined several of these data elements in the course of developing the renewal application. Beginning in January 2012, educators can renew their registration.

II. Massachusetts Early Education and Care Exceptional Educator and Instructional Leader Award

The Massachusetts Department of Early Education and Care (EEC) is honoring exceptional educators and instructional leaders who have demonstrated quality skills in contributing to the early childhood education and out of school time field. EEC, in collaboration with regional grantees who provide professional development, mental health consultation, and family support services to EEC's mixed delivery system will honor the contributions of 10 outstanding educators and instructional leaders in each of its 6 regions. Each recipient will receive an award and a certificate recognizing their accomplishments. Scholastic, Inc. will also donate books to the recipients of the Massachusetts Early Education and Care Exceptional Educator and Instructional Leader Awards to utilize within a classroom setting in recognition of their achievements. Award recipients will also be honored at gatherings across the state and at the State House. Awards are planned to be made in early April 2012.

Workforce Indicator 6: The early education and care workforce has broad diversity that allows families and children to feel welcomed and comfortable to address the changing landscape and needs of the families and children.

Accomplished This Year

Professional Qualifications

I. Diversity of Workforce

As explained in more detail below, EEC's PQ Registry is collecting data on the demographics of the early education and out of school time workforce including its linguistic and ethnic makeup. EEC has already been able to use this data to illustrate the diversity of our workforce and recognize the many primary languages and ethnic groups that comprise it. This data will become increasingly valuable as EEC plans future workforce development initiatives and considers the roles that EPS grantees and the Readiness Centers could play in meeting the needs of our diverse workforce.

II. Professional Development Needs of Educators with Limited English Proficiency

EEC awarded \$150,000 to Community Day Care Center of Lawrence to support the professional development needs of educators with limited English proficiency. A priority of the RFP was to address the needs of Spanish speaking educators who are caring for infants and toddlers in FCC homes. Nearly 600 educators received services under this grant.

EEC awarded \$197,000 to Wheelock College to study increasing access to higher education for educators who are English language learners. In addition to identifying best practices, the study modeled and tested them by using them in an actual course for English language learners. The study also recommended establishing a higher education consortium to address the needs of English language learners. As a result, Wheelock and EEC convened a group of college and university presidents and deans to address this and related issues. The group meets quarterly, most recently on February 2, 2012, and is focusing its energies on English language learners, the supports working adults need to succeed in higher education, and defining content for a Bachelor's degree program in early education.

In addition to broad initiatives, EEC has attempted to respond to the needs of English language learners on a local level. This past year, EEC funded a child growth and development course in Spanish for 25 family child care educators in the Worcester region through its EPS grantee. The college level course was followed by an abbreviated section for the educators who qualified but were unable to get into the class. This initial step has sparked a longer term project with the EPS grantee and colleges and universities in the Worcester area to define a pathway to higher education for English language learners.

Planned for Next Year

III. Diversity of Workforce

As more and more educators register, EEC will be able to develop a baseline for indicators related to diversity and will explore how to measure this indicator in future years. This data will become increasingly valuable as EEC plans future workforce development initiatives and considers the roles that EPS grantees and the Readiness Centers could play in meeting the needs of our diverse workforce.

IV. Ensuring Competency through Workforce Knowledge, Skills and Practice-Based Support

To promote career advancement, professionalization and accessible professional development opportunities in the field of early education, one project that will be funded through the Race to the Top Early Learning Challenge, over four years, is the development of a post-Master's degree certificate in early education and policy leadership.

Workforce Indicator 7: The early education and care workforce functions collaboratively and effectively among all aspects of the early education and care system.

Accomplished This Year / Planned for Next Year

Workforce Functions Collaboratively and Effectively: See update on CFCE grants.

Workforce Indicator 8: A Professional Development Registry and Workforce Management System are in place to observe and measure the efficacy of the workforce and measure the impact of the workforce system on child outcomes.

Accomplished This Year

I. Professional Development Data Management System

EEC's goal is to have a workforce system that can identify and respond to the needs of educators, program, and families in Massachusetts. EEC has now developed two key elements of a Professional Development Data Management System, its Professional Development Calendar, and its Professional Qualifications Registry. Some important information the registry is already able to generate includes workforce demographics, educator background and experience in the field, information on salaries and benefits, retention and turnover of educators, and their professional development activities.

- a. **Professional Development Calendar:** EEC's On-line Professional Development Calendar allows educators to search for trainings by geography, training category, credit type, age group, type of setting, position level, and level of experience and education. All entities receiving professional development funds from EEC must list their professional development opportunities on the calendar. The calendar collects data on opportunities offered throughout the state, allowing EEC to identify and respond to gaps in professional development as well as demographics on the educators accessing professional development.
- b. **EPS Professional Development Catalogue:** An important adjunct to the PD Calendar is a listing of all the professional development that the Educator and Provider Support (EPS) grantees will offer in FY 2012. This resource is a compilation of over 300 professional development opportunities that are funded through EEC's EPS grant. This catalogue helps educators plan their professional growth for the entire academic year.
- c. **Professional Qualifications Registry (PQ Registry):** Educators currently working in early education or out-of-school time in an EEC-licensed center-based program or FCC home in Massachusetts are required to register annually by EEC licensing regulations. Educators in license-exempt programs that are participating in QRIS or receiving UPK funding must also register. Registration is open to (but not required of) educators working in public preschools and other programs that are not subject to EEC licensure. The Registry gathers important data on the size, composition, education, and experience of EEC's current workforce. It stores information about the retention and turnover of educators working in early education and care and out-of-school time programs. This information will help EEC build a work force development system that responds to the needs of all educators and programs in Massachusetts.
 - o Since the Professional Qualifications Registry (PQ Registry) went live on June 18, 2010, over 46,938 educator records have been added to the Registry. As of December 2011 there are 49,670 completed registrations. The PQ Registry averaged 409 new registrations each week in October, with more programs listing their staff each day. Of the 3,033 open large group and school age license holders in the Commonwealth, approximately 66.2% (2,009) have listed at least one staff in the Registry as of 10/31/2011. Of the approximately 8,325 family child care providers, about 51.1% (4,254) have registered as of 10/31/2011.

II. Professional Qualifications Certification

EEC's existing professional qualification certification process reviews qualifications and certifies educators working in group child care programs. In FY 2011, EEC reviewed 5,090 applications last fiscal year to certify educators working in group child care centers with infants, toddlers, and preschoolers as Teachers, Lead Teachers or Directors. This free service provides educators with a certificate documenting their qualifications, simplifies hiring for programs, and expedites the licensing process for EEC.

- From July 1, 2011 to October 31, 2011 of this fiscal year, EEC received and processed 2,311 applications for professional certification. Educators are able to submit an application either online or a paper process through the mail. However, applications cannot be reviewed without supporting documentation including the applicant's original college transcripts and verified work experience in an early education and care program. About half of the applications are received through the EEC online process.
- EEC does not issue certificates verifying the qualifications of FCC providers or staff in out of school time programs. For FCC providers the review of qualifications occurs during the general licensing process, but a unique certificate is not issued to the individual. For school age staff a review of qualifications also occurs during the licensing visit, but again a unique certificate is not issued to staff.
- In January 2011, EEC revised the application for certification. The new application is simpler, easier to complete, and allows EEC to prioritize application review based on an applicant's employment status. Applicants who are seeking employment in Massachusetts are given first priority.

Planned for Next Year

III. Professional Development Data Management System:

- a. **Professional Development Calendar:** The on-line calendar will continue to be developed and expanded. A near term priority is developing the data reporting capacity of the calendar so the information it collects can be more readily accessed.
- b. **Professional Qualifications Registry (PQ Registry):** EEC will continue to refine the PQ Registry application in response to input received from the field. EEC will continue aligning the PQ Registry with the QRIS Manager to facilitate use of these resources by educators, programs, and EEC staff.
 - As of February 7, 2012, almost 53,000 educators in early education and out of school time registered in EEC's Professional Qualifications Registry. In addition to making it easier to track individual professional growth, another benefit EEC can provide to those educators is an easy way to identify themselves as part of the workforce so they can receive the discounts and memberships available to all educators. In response to several requests from the field, EEC plans to develop a card that verifies their status as educators so they can access professional development and other supports and benefits more easily.

IV. Goals for Increasing Qualifications and Competencies

EEC has worked to increase the qualifications of educators by identifying the competencies they should be able to demonstrate and by QRIS standards that require higher staff qualifications to achieve higher program quality ratings. Although the "floor" established by EEC's regulations compares well with the requirements of other states, EEC is beginning to dialogue about whether that regulatory baseline should be raised, what the likely effects might be, and how

that might be accomplished. EEC's goal in the state's Early Learning Challenge Grant application is to improve the education, training, and compensation of early childhood educators to promote effective practice with EEC's workforce core competencies, increase retention, and strengthen adult-child interactions, especially among high needs children. To measure the increase in qualifications, EEC has proposed ambitious benchmarks:

- Increase access to practice-based trainings and support through the six EPS grant regions across the state and state Readiness Centers.
- Increase to 58 (from 26) the number of IHEs aligned with EEC's workforce core competencies, including 100% of public IHEs and 9 private institutions, over the four-year grant period.
- Increase to 1,341 (from 1,017) the number of early childhood educators credentialed by an aligned IHE, an 8% increase in each year of the grant.
- Increase the number of early childhood educators achieving professional credentials at each level of the higher education system, including:
 - CDA/EEC Certificates to 4,571 (from 4,001);
 - Associate degrees to 2,320 (from 1,020)
 - Bachelor's degrees to 1,357 (from 557)
 - Post graduate degrees to 303 (from 103)

Three Year Strategic Direction:

Create and implement an external and internal communications strategy that advocates for and conveys the value of early education and care to all stakeholders and the general public (2009)

Provide leadership by: a) implementing an external communication strategy that conveys the value of early education and care to all stakeholders and the general public and b) advocating for the infrastructure to support and achieve our vision (2011 focused strategic direction).

Communication Indicators of Success:

- *Communication Indicator 1: The public understands and values the purpose of EEC. This indicator was further defined in 2011 to include: continuous improvement of public understanding of the Department's work, with a special focus on public officials; and inspiring and leading recognition that it will take a whole community effort to close the proficiency/achievement gap.*
- *Communication Indicator 2: Families of all languages understand the services and resources offered by EEC.*
- *Communication Indicator 3: All stakeholders in the field and consumers are aware of EEC initiatives, policies and procedures and have access to information to facilitate advocacy.*
- *Communication Indicator 4: State and local leaders understand how EEC initiatives serve and benefit their communities.*
- *Communication Indicator 5: EEC is fully aware of and responds to the type, style and nature of the information needed by external stakeholders and consumers.*
- *Communication Indicator 6: All EEC staff members are knowledgeable of agency initiatives, operations, key staff functions, and the agency's community partners.*

- *Communication Indicator 7: EEC is known among major press outlets and institutions of higher education as the authoritative resource on early education and care issues in the state and for leading developments in the field.*
- *Communication Indicator 8: EEC is known as a national education leader, at the forefront of Universal Pre-Kindergarten and unrivaled in the development of quality standards for all early education and care programs.*

This strategic direction supports the creation and implementation of an external and internal communications strategy that advocates for and conveys the value of early education and care to stakeholders, consumers and the general public while positioning EEC as a national education leader. This communications effort will take into account the multiple on-going community-level efforts across the state and will aim to serve as an overarching infrastructure with which local efforts can align and connect.

All communications efforts are listed below, and not segregated by Indicator of Success due to the overlapping nature of the work.

Accomplished This Year

I. Strategic Communications Initiative / Brain Building in Progress Campaign

EEC awarded a grant to the United Way of Massachusetts Bay and Merrimack Valley to help develop a statewide communication strategy to specifically raise public awareness and understanding regarding the importance of quality early education and care experiences during children's earliest years. This initiative supports EEC's strategic direction of creating and implementing an external and internal communications strategy and infrastructure that raises awareness regarding the importance of a child's earliest years, and advocates for and conveys the value of early education and care to stakeholders, consumers and the general public while positioning EEC as a national education leader. The communications effort aims to provide lift and visibility to the many innovative movements and organizations that are happening across the state around early childhood development and serve as an overall frame for why all of this work is critical to the future of Massachusetts. Its ultimate goal is to change the way the public thinks about early childhood and its link to our future success, and the critical role that all of us play to ensure that every child's social, emotional and academic development is nurtured from birth through age five.

- **Study Circles**

The Strategic Communications Initiative began with a Study Circle that provided early education and care and out of school time stakeholders with training on strategic messaging in order to build a unified state voice to raise awareness of the importance of the first few years of a child's development to their future success – and our region's future workforce and prosperity. The Study Circle was free and comprised of three day-long workshops, a series of webinars, periods of individual study, and customized technical assistance, from the Frameworks Institute between November 2010 and May 2011. EEC and United Way have engaged Study Circle participants in the **Brain Building in Progress campaign** (described below).

- **Brain Building in Progress Campaign**

EEC launched the ***Brain Building in Progress* campaign**, a coordinated effort to raise visibility and change the conversation about children's issues in Massachusetts. This statewide, public-private partnership, led by EEC and United Way, aims to raise awareness of the importance of the first few years of a child's development to their future success – and our region's future workforce and prosperity. The campaign is intended to be a long-term effort to change public will in Massachusetts about the critical importance of investing in early childhood programs and shaping smart early childhood policies. The initial visibility efforts are aimed to educate the public about how children's brains develop, the campaign will evolve and invite additional partners to help continue visibility and to shape how the campaign moves forward with a tangible action agenda. These include:

- **Public Service Announcements:** *Brain Building in Progress* kicked off on Monday, August 22nd with the launch of a media campaign on WCVB-TV in Boston and WGGB-TV in Springfield that ran through October 22nd
- **Advertorials:** EEC ran a series of advertorials by Barry Zuckerman, M.D. of Boston Medical Center on the connections between early experiences and later achievement, and Donna Cupelo, regional president at Verizon and chair of the Massachusetts Business Roundtable, on literacy and numeracy as gateway skills for children;
- **Campaign Website:** The campaign launched a new website www.brainbuildinginprogress.org. This is the hub for organizations, policy makers and business leaders from across the state can promote their early childhood work. All campaign media ends with the call to action to learn more by visiting brainbuildinginprogress.org. The site promotes initiatives, programs and sites where innovation is happening and offers individuals, families, community organizations, policy makers and business leaders tangible ways they can get involved and take action.
- **BBiP Toolkits:** EEC and United Way distributed Brain Building in Progress Toolkits to participants in the Communications Strategy and Infrastructure initiative. The toolkit provides the ability to impart the framing messages in local communities as it applies to participants' organization's work. EEC and the United Way held a meeting for Study Circle participants on August 11th to introduce them to the Brain Building in Progress campaign and form a steering committee to help shape a tangible action agenda for multiple audiences – individuals, families, community organizations, policy makers and business leaders. Participants were provided with Brain Building in Progress toolkit materials (logo, print ads, and talking points) to raise awareness with their constituents and in their communities. The materials are to be displayed at events to show the public that brain building is in progress in *their* community. The key messages and data points are intended to be used to make the case and begin framing how to communicate the work in early childhood to local constituencies.

Example of Community Level Partnership in Campaign

Multiple community agencies and school districts have already begun to partner in the campaign to increase awareness of the importance of quality early childhood experiences. One example in the Plymouth, MA Family Network, which is sponsoring an Early Childhood Fair with the theme "Brain Building in Progress," in order to support the statewide collaborative Brain Building in Progress campaign.

Their community wide early childhood fair aims to increase public awareness of the need for high quality child care and early education and provides families with information about the variety of community services available in Plymouth for young children and their families.

- **EEC Website**

As part of the strategic communications initiative, the United Way partnered with Interaction Design to conduct a review of the design and messaging of the EEC website, and to recommend overall improvements that make it easier to navigate and to provide information that better meets the needs of consumers, and to frame the content in alignment with the Governor's agenda and the Board's strategic priorities. This resulted in a purging, re-organization and re-writing of the website to lay the foundation for the new information architecture and mass.gov site migration. The EEC website was part of the mass.gov new site migration. The new pages and layouts (under mass.gov) have been updated to meet the needs of key EEC constituencies, through the development of "personas" for use: legislators, parents/families, educators/providers, researchers, and community representatives. EEC conducted usability testing with these groups and made additional refinements to the website based on the feedback. EEC is in the process of developing a webinar to apprise staff of the new website layout.

- **EEC Improves Usability of Website**

On November 8th, a new, contemporary redesign of the EEC website was launched. The redesigned website promises to improve the customer experience when interacting with Massachusetts' government online, with a sleek look, improved navigation, better organization, and enhanced usability for customers of the Commonwealth's website, Mass.Gov. Each page presents a cleaner, more streamlined look, making pages more readable and easier to view. The new navigation displays information more effectively so that you can find what you need more quickly and easily. Information is better organized with new categories, requiring fewer clicks. The new website is a significant advancement designed to meet the expectations of customers for a quality online experience.

- **QRIS "Layman's Version"**

The United Way contracted with the Frameworks Institute, who assisted with the development of a "layman's version" of the Quality Rating and Improvement System for communicating the purpose and intent of the QRIS at a basic level. The layman's version of the QRIS was distributed publicly and also made available on the EEC website.

- **Quality Child Care Guides for Parents**

EEC developed guides for parents to understand how a quality program can play an important role in their child's social, emotional and brain development. The guides communicate how the latest science shows that early experiences shape how the brain gets built, and that when babies, children and youth are given a strong foundation, the benefits are life-long. The purpose of the guides is to help educators and helping parents become informed consumers, and to understand that EEC is working to go beyond the standards for licensure to take our community-wide understanding of quality to the next level. The guides translate the research into finding the program that best nurtures and supports their child's

social, emotional and brain development. Across all of the types of programs, the components of quality are the same:

- Curriculum, Assessment and Diversity
- Safe, Healthy Indoor and Outdoor Environments
- Workforce Qualifications and Professional Development
- Family and Community Engagement
- Leadership, Management and Administration

II. License Plate Child Care Quality Literacy Support Grant – Partnership with United Way

On May 19, 2011, EEC released the FY2012 Child Care Quality Literacy Support Grant. Through this Request for Proposals, EEC sought to award child care quality grants of up to \$5,000 to early education and out of school time programs to support curricular activities with an intentional focus on language development and literacy. Programs must be non-profit in accordance with MA G.L. c. 29, sec. 2JJ which establishes the Child Care Quality Fund and must be participating in the Quality Rating and Improvement System (QRIS) and rated at a minimum of a level 2 to apply for this grant. The submission deadline was July 19, 2011.

Thirty one (31) programs submitted applications, representing 9 lead agencies. 25 programs were awarded grants. EEC allowed those programs who met eligibility requirements but submitted late or submitted incomplete applications to reapply by September 12, 2011.

EEC has awarded an additional grant to The Community Teamwork, Inc. (CTI)/Early Learning Program/James Houlares Early Learning Center (JHELC) and three grants to South Shore Stars in Weymouth, Quincy and Randolph.

III. Head Start

Commissioner Killins is the Head Start Collaborative Director and holds quarterly meetings with the Head Start State Collaborative Office Advisory Board, the meetings held and topics discussed are included in Appendix O.

- American Academy of Pediatrics Dentistry and Head Start are combining efforts to develop a network of dentists capable of providing dental care that meets full range of needs for (Early) Head Start infants and children.
- Commissioner Killins, as the Head Start State Collaboration Director spearheaded 9 community level meetings state-wide focused on implementation of the federally-required MOU between Head Start programs and the public schools that they refer children to at kindergarten entry.

IV. Communication with State and Local Leaders

The Commissioner and EEC staff held regular meetings across the state to keep stakeholders informed of work currently underway at EEC.

On a quarterly basis, Regional Provider and stakeholder meetings are held across the state. Topics covered this year included the Quality Rating and Improvement System, Rate Reform and Educator/Provider Individual Professional Development Plans. In addition the Child Care Resource and Referral agencies meet monthly with EEC staff members to review policy and receive updates.

The EEC monthly board meeting has also been held in various locations across the state including in public schools and in a western Massachusetts college.

The Commissioner has established ongoing meetings with state and local leaders. Over the course of the past year some of the highlights have included : the Commissioner briefing the Legislature on EEC Annual Report; The Joint Committee on Education Information Session; The Wheelock Legislative Presentation with Senator McGee and Superintendent of Lynn on the PS/Project Learn-Lynn; The Commissioner participated with Chair Peisch in the EEC/Reach Out and Read literacy conference; Commissioner Killins and Donna Traynham from the Department of Elementary and Secondary Education (ESE) presentation on the agencies joint work on Preschool to Grade Three Alignment to Chair Peisch, Vice-Chair Sullivan and staff from Chair Chang-Diaz's office and Rep. Canessa's office. Establishment of the Early Learning Challenge Leadership Team meeting held every Friday for 6 weeks; in conjunction with Early Education for All, provided to Chairwoman Peisch and the Education Committee a briefing on Third Grade Reading Bill. Regular meeting with Chair Peisch and Chair Chang-Diaz.

An EEC staff member has been dedicated to responding to legislative inquiries in a timely manner and on a regular basis important agency events and accomplishments are submitted to the Secretariat's Office to be included in information that is shared with the Governor's Office.

V. Work of the EEC Advisory Council

EEC's Advisory Council has continued to meet in its entirety four times a year annually. Expertise groups also meet between each full Advisory meeting in order to maximize focused, relevant and in-depth conversations with multiple stakeholder types. The following six expertise groups met:

- a. Agencies with Vendor/Contract Relationship;
- b. Legislators;
- c. Business/Civic;
- d. Higher Education;
- e. State Associations; and
- f. K-12 Linkages.

Based upon feedback from the committee members, starting in FY 12, Advisory meeting topics were reduced to allow in-depth discussion on one or two key issues. Subcommittee meetings were also combined in groups of two to allow for discussion across groups. All members are invited to attend all subcommittee meetings. Topics to date in FY 12 have included: EECs Race to the Top Early Learning Challenge Grant and Rate Reform of Subsidized Early Education and Out of School Time.

VI. Parent Advisory

As consumers of early education and care programs and services, parents have an integral role in shaping the policies, programs and practices designed and supported by the EEC. EEC solicits input from parents in a variety of ways.

1. To inform the development of EEC's new financial assistance system, parents on the EEC waiting list were surveyed to get their perspective on the kinds of information they would like to receive when accessing the financial assistance system, how they would like to receive information, suggestions for improvement of the current system, etc.
2. As part of the Massachusetts SAC needs assessment, parents are being surveyed to identify the needs of young children from birth to age eight and the quality and availability of early childhood education programs and services for children from birth to school entry.

3. Commissioner Killins is holding regional parent meetings to engage families in a discussion about the Massachusetts plan for moving the system of early education and care forward, soliciting parent feedback and highlighting their role in supporting optimal development in their children.
4. Commissioner Killins is also embarking on a series of meetings, which began in January 2012, with parents across the Commonwealth to update parents about the activities of EEC, specifically the Early Learning Challenge Grant, and to elicit input from parents about the Department's policies, programs and practices.

VII. Public Comment at Monthly Board Meetings

Up to 30 minutes are made available at each monthly Board meeting for public input. In addition, EEC continues to have very high public attendance at its Board meetings each month. There is also a Commissioner's e-mailbox, where constituents can email in concerns and issues for the Commissioner to address.

VIII. Staff Development

EEC held an all staff meeting in the late winter. This was the first meeting in 4 years that brought all staff members together in one location to have the opportunity to hear about major agency initiatives and to attend workshops on specific topics to become more informed.

EEC staff members continue to be able to attend agency sponsored conferences as requested as a professional learning opportunity, to network with EEC community partners and to keep up-to-date the latest information. For example EEC staff members attended the Reach out and Read and the Children's Trust Fund's Annual View from All Sides Parenting Education and Family Support Conference, during the year.

The Commissioner also holds regular all staff conference calls with EEC staff members, staff members are sent routine agency updates through the Commissioner's list serve and routine staff unit meetings are held.

IX. For a full list of Legislative briefings, community input meetings, Commissioner Forums and press articles, please see Appendix O.

Planned for Next Year

X. Race to the Top Funding to Support Communication Efforts

Over four years, Race to the Top funding will be used to:

- increase the accessibility of early education and care materials to culturally and linguistically diverse families through translation services and multi-lingual brochures that convey the early learning and development standards to families;
- improve educational experiences for children birth through third grade, by using the state Race to the Top – Early Learning Challenge grant funding as a capacity-building vehicle to build its Brain Building in Progress public awareness campaign. This work will continue to touch on both family and community engagement and the effort to spread public knowledge of the state's early learning and development standards as well as to enhance knowledge and effective use of our early learning and development standards; and

- continue to develop the state’s media partnership with WGBH to create an online curriculum hub for early educators and a “School Readiness” website for parents. This work will link to the standards from infants and toddlers and preschool. This project builds off the K-12 Race to the Top grant. Funds will also be used to continue the *Brain Building in Progress* public awareness campaign, which touches on both family and community engagement and the effort to spread public knowledge of the state’s early learning and development standards.

XI. ARRA Funded Communications Campaign: Brain Building in Progress Public Awareness Campaign

Moving forward, EEC plans to expand this initiative by continuing to run television public service ads in Boston and Springfield; placing prominent print ads; printing and distributing campaign collateral. The Boston Children’s Museum also plans to join this effort. Already working with the state to close the achievement gap through its *Countdown to Kindergarten* permanent exhibit, the museum has agreed to train museum and library staff on the research that informed the *Brain Building in Progress* message and coach them on what kind of language to use in talking to parents of young children about activities that will promote children’s learning and development across the state. The museum also will embed the campaign signs and literature into its ongoing programming and engage all 17 children’s museums across the state in the campaign.

With the support of multiple partners, EEC is excited to continue the momentum of the Brain Building in Progress Campaign with a “Brain Building in Progress Day” on April 24, 2012, during the Week of the Young Child (April 22-28, 2012). The day will be dedicated to outreach to stakeholders and the community relative to the importance of early experiences in the developing brain and its future impact. The hope is that partners across the state will sponsor an event with related activities on this day to engage the community and their constituencies. As details become available, they will be posted at: www.brainbuildinginprogress.org.

XII. Legislative Briefings

Commissioner Killins is committed to working with partners in the Legislature to provide information about early education and care and to work collaboratively toward achieving the Department’s mission.

XIII. Community Input Meetings

Commissioner Killins will continue to meet extensively with the field to provide opportunities for personal interaction and direct feedback.

XIV. Commissioner Forums

EEC Regional Staff continue to hold meetings every quarter for key external partners to effectively communicate EEC initiatives and receive timely feedback. These meetings will be conducted by EEC Regional Directors.

XV. Advisory Council

EEC will continue to meet with the Advisory Council to engage stakeholders in the agency’s work.

XVI. Parent Advisory

EEC will continue to ensure parents are well engaged in the work of the agency.

XVII. **Public Comment at Monthly Board Meetings**

EEC will continue to make 30 minutes available at each monthly Board meeting for public input and to provide opportunities for meetings to be held across the state to ensure a greater level of access.

Three Year Strategic Direction:

Build the internal infrastructure to support achieving the vision (2009).

Establish a comprehensive approach with state agencies, other external stakeholders, and the local community in support of positive growth and development for children and families (2011 focused strategic direction)

Quality Indicators of Success:

- *Infrastructure Indicator 1: With user input and involvement, EEC has transformed the existing technology infrastructure into a state-of-the-art, unified and comprehensive system.*
- *Infrastructure Indicator 2: The operational roles of EEC's community partners have been clearly defined, aligned to support the agency's vision and accepted by stakeholders.*
- *Infrastructure Indicator 3: EEC regions have the staff, resources and stakeholder partnerships required to achieve the breadth of the agency's readiness vision.*
- *Infrastructure Indicator 4: EEC continues to implement policy initiatives that are backed up by research, developed through stakeholder collaboration, and coordinated with agency operations.*
- *Infrastructure Indicator 5: All EEC staff, community partners and families have comprehensive information about educators and early education and care programs.*
- *Infrastructure Indicator 6: EEC staff is diverse, knowledgeable and adequately trained to perform assigned functions and to understand the operations of the agency and its community partners in the field.*
- *Infrastructure Indicator 7: EEC has developed active relationships with other state agencies, community partners, public schools and other stakeholder organizations to meet its mission.*

Infrastructure Indicator 1: With user input and involvement, EEC has transformed the existing technology infrastructure into a state-of-the-art, unified and comprehensive system.

Accomplished This Year

I. Comprehensive Child Data System

EEC has continued work on the new IT Unified system, funded through a competitive IT Bond grant. This past January, EEC posted a Request for Response (RFR) for the web-based commercial off-the-shelf (COTS) Financial Assistance system that will help manage the Department of Early Education and Care's business practices and promote a more unified and efficient system of early education and care. The system will help streamline processes relative to both the EEC caseload and all children as it will enhance statewide early education business processes, improve child and family data, and manage annual financial assistance. As a result, HCL America was chosen as the apparent winning bidder. The project is expected to start in early December 2011 following completion of contract negotiations. Contract negotiations with GCR Ltd. as the apparent winning bidder for the Independent Verification & Validation (IV&V) vendor will begin once negotiations are completed with HCL America Inc. The new system is organized into four primary business components:

- Financial Assistance Business Processes
- Professional Development
- Licensing
- Purchase of Services business components

II. Early Childhood Data Systems

EEC has been hard at work designing an early education and care data system named the Massachusetts Early Childhood Information System (ECIS). The goal of ECIS is to provide the data necessary to plan for, supply, and evaluate necessary supports and services for young children and their families across the Commonwealth. The Massachusetts ECIS will include improvements in the department's child, program, and workforce data as well as ensure solid linkages with K-12, higher education, and other state and local agencies serving young children. Once the Early Childhood Information System (ECIS) is built and deployed it will act as a way to share and analyze an expanding number of data elements related to the health, safety, and learning of the Commonwealth's youngest citizens.

ECIS will:

- Collect children's demographic data (such as birth date, gender, race, ethnicity, language, disability status, etc.).
- Report on the status of children across ages and over time, encompassing data on home and community environments.
- Document child outcomes across developmental domains (including health, early literacy, and social-emotional development) that can be linked across sectors, agencies, and programs (e.g. infants/toddlers, preschool, Early Intervention, family childcare etc.).
- Assist in the identification of early warning indicators at the pre-school level.
- Ensure confidentiality of child and family data, adhering to the privacy requirements of both HIPAA and FERPA, and seeking parental consent when necessary.

- Support geographic analysis useful to EEC, other state agencies, and communities that are engaged in Birth-(strategic planning, resource management, program improvement, and accountability.
- Provide internal and external policy makers, EEC staff, researchers, and other stakeholders with early childhood data in diverse formats.
- Link parents to state and local community resources and opportunities.

Key outcomes of the system include:

- Increase the utilization of data on subsidy children regarding service history programs and attendance as well as age of entry and length of engagement
- Ability to collect child data on non-subsidy engaged children in EEC funded programs
- Ability to collect consent information and multiple assessment scores over time
- Ability to identify families or children engaged with other MA agency programs
- Ability to note children in early intervention, homeless or head start and subsidy initiatives
- Ability to match multiple child risk factors including those that involve multiple agencies
- Ability to send messages to families or providers in an automated or scheduled manner via text, email or phone calls.

To that end, as part of the 2011 Race to the Top Early Learning Challenge, EEC submitted a high quality plan for the Early Childhood Information System. The state plans to frontload the four-year investment to create the next phase of the state's horizontal Early Childhood Information System (ECIS) and enhance connections and information exchange with the State Longitudinal Data System (SLDS).

This plan documents the historical context of the system, the benefits and challenges of development and the milestone schedule. The information extracted from ECIS system will allow families to gain a better understanding of the type of programs available to their children, their quality and programmatic differences to make appropriate decisions and it will assist policy makers to better understand the world of the child and the educator from the perspective of demographics, needs, development and program outcomes. This will bring significant input to changes in policy, allocations of funds via direct and indirect services to children, programs, providers, educators and parents. ECIS will combine data from K-12 children, SLDS 0-3rd grade parent and children, Post-secondary-20 participants and 0-14 early education and care subsidized parent and children, educator information and providers as well as other related data to children from state and non-state agencies with MOUs. Currently the data exists in silos at the different agencies and in silos within EEC.

A memorandum of agreement between EEC, ESE, and DHE was signed in October 2011 that will authorize inter-agency data sharing and will build on existing data, improve data collection and validation and will allow a focus on the following areas of education: interoperability with other agencies data, reporting, research, data agreements and public information.

To address the governance and challenges of building the system a governance body was established by EOE called the Education Data System Advisory Group (EDSAG) which is chaired by the Secretariat CIO of EOE. EDSAG is comprised of the Commissioner's designees from EEC, ESE, and DHE, respectively, and the Secretary of Education's designee(s) from EOE. The function of the EDSAG shall be:

- To advise the Commissioners and the Secretary of Education on the administration and management of IT services related to the IT infrastructure to most efficiently and effectively meet the IT needs of the Departments;
- To oversee development and implementation of privacy, confidentiality and security safeguards concerning data reported to the Departments and stored in the EOE IT infrastructure so that such data are protected in accordance with applicable laws, Executive Order 504 and memoranda of agreement entered into by the parties;
- To discuss current or proposed agreements pertaining to evaluation, research and other analysis of data.

Project timeline:

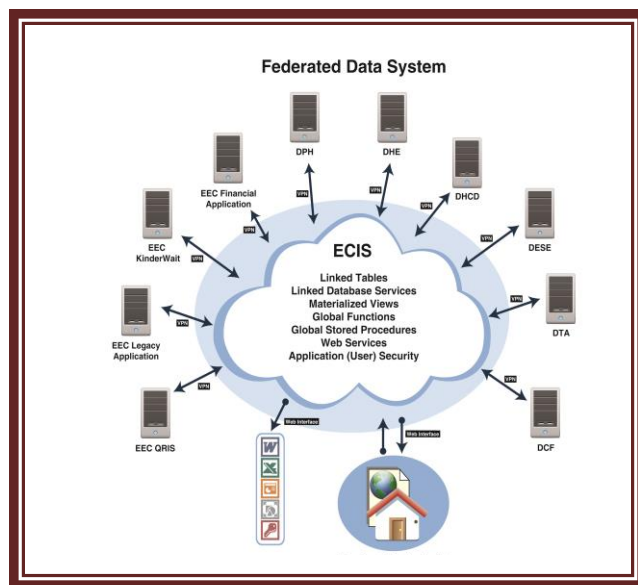
The initial version of ECIS will be launched within the first year and additional functionality will be built over a 2 year period.

Within 6 months

- Design/Build of Federated Database Architecture
- Linkage to all EEC legacy systems
- Initial reporting to include: children demographic data, children in early intervention, homeless or head start and subsidy initiatives

Within 1 year

- Design/build of web portals for parent entry of core child-level data & self-assessment data
- Design/build of web portals for early childcare provider entry of screening and assessment data
- Ability to collect consent information & multiple assessment scores over time
- Ability to collect child data on non-subsidy engaged children in EEC funded programs
- Report on subsidy children regarding attendance, age of entry and length of engagement



Within 18 months

- Ability to match and report on multiple child risk factors
- Report on early warning indicators for all children in the system
- Ability to send messages to families or providers in an automated or scheduled manner (via text, email, or phone)
- Report on status of children across ages and over time including data on home and community environments from EEC funded and supported programs including Community and Family Engagement grants statewide
- Report on child outcomes using formative assessment (health, early literacy, social/emotional development) that can be linked across programs

Within 2 years

- Ability to identify and report on families or children engaged with other MA agency programs.

III. **ARRA Longitudinal Data Systems Grant**

This is a competitive grant opportunity from the federal government funded by ARRA. The purpose of assistance under this program is to enable State educational agencies to design, develop, and implement statewide, longitudinal data systems to efficiently and accurately manage, analyze, disaggregate and use individual student data. The goal of the program is to enable all States to create comprehensive systems that permit the generation and use of accurate and timely data, support informed decision-making at all levels of the education system, increase the efficiency with which data may be analyzed to support the continuous improvement of education services and outcomes, facilitate research to improve student achievement and close achievement gaps, and support education accountability systems and public reporting. Of the four projects charters that comprise the Longitudinal Data System that EEC is part of, three are currently working on deliverables. These are: the Early Warning Indicator Charter, the P-20 Data Charter and the Data Quality Charter. Though currently EEC data has yet to be analyzed against the model for predicting that children are at risk, the Early Warning Indicator Charter has reached a milestone in that predictors for the K-12 grades have had data analysis and the model confirmed. Final review by the Charter team on the model occurred on November 2, 2011. The EEC data will be tested and analyzed in the coming weeks. The P-20 Data Charter has provided a draft requirement document for review by EEC, ESE and DHE as the basis of the P-20 data warehouse. The requirements document takes into account information that will be useful to all three agencies and then information that is specific to any of one of the specific agencies. Once finalized, the requirements document will provide the road map for the development of the P-20 warehouse. Finally, the Data Quality Charter will conduct a kick off meeting on November 9, 2011 to discuss the development of the training material for providers and school districts. This training once developed and delivered, should increase the quality of data entered in the EEC systems by programs and providers.

The LDS grant initiative will provide the ability to link information as students move from early education and care, to elementary and secondary education and on to higher education. The LDS project involves seven (7) sub-categories or project charters designed to integrate current data collected and used by the agencies to create a comprehensive data system. The 7 charters are:

- **Integrated P-20 Data Systems:** This charter will provide teachers, and other educators, access to information that they have defined as necessary to evaluate and improve student, school and program progress. Interagency integrated of SASID assignment. Develop and utilize a standard protocol to assign SASIDs to records that meet specified criteria.
- **Expand Delivery and Access to Educators:** This charter will expand capacity of data systems and link interagency data to build/integrate data system that link student data from EEC, ESE, DHE, National Student Clearinghouse (NSC), Adult Basic Education (ABE). It will improve performance of existing educator data systems (MCAS data). The project will redesign and build up data systems to improve the performance of MCAS and other reports accessed by teachers.
- **K-12 Early Indicator Warning & Opportunity:** This charter will build a system that uses a robust research based predictive algorithm that identifies Pk-12 students at risk of dropping out of high school.
- **Schools Interoperability Framework (SIF) Expansion:** This charter will add 40+ Lead Education Agencies (LEAs) to the state vertical SIF infrastructure. This will enable, using the SIF protocol, to seamlessly send data from LEAs to the state. It will provide LEAs

funds for building horizontal SIF infrastructure. The SIF protocol will integrate data exchange between school information systems (e.g. SIS, HR, SPED etc.).

- **Early Identification of Prospective Educators:** This charter will assign Massachusetts Education Personnel Identifiers (MEPID) to pK-12 and EEC program funded educators when they enroll in educator preparation programs, register in the EEC Professional Development Registry or register for the MTEL test.
- **Data Quality / Data Audit Systems:** This charter will develop a data quality (DQ) curriculum tailored to different state and school audiences that increases data quality at all levels of the educational enterprise and develop data audit tools to evaluate student, educator and classroom data.
- **Interstate Data Sharing:** This charter will design and develop a regional data sharing system between Massachusetts and specific states.

The LDS project will span over three years as the system is built into a robust longitudinal database that will allow for the tracking of educational experiences and outcomes over time. Currently the source system analysis and business requirements have been completed. By the close of FY12 the blueprint architecture for the system will be delivered.

IV. **Licensing, Monitoring and Enforcement**

In 2011, EEC continued to have licensing caseloads per licensor significantly higher than recommended by National Associations.

In 2011, the National Association of Child Care Resource and Referral Agencies (NACCRRA) released its annual ranking of State Child Care Center regulation and oversight of those regulations. In the publication “We CAN Do Better: 2011” NACCRRA scored and ranked all 50 states, the District of Columbia and the Department of Defense (DoD) on 10 regulation and 5 oversight benchmarks. In the ranking:

- Massachusetts earned an overall ranking of fifth of the 52 entities ranked. This is an improvement of six places in the assessment since 2009 when Massachusetts was ranked eleventh.
- Massachusetts was again ranked twenty seventh in oversight of the regulations. This was the same ranking as in the 2009 study. The relatively mediocre ranking in oversight was again due to high licensing caseloads carried by Massachusetts Child Care Licensing staff, (over twice the number called for), infrequency of visits and the lack of a statewide fingerprint based database for background record checks.

For detailed information on Licensing Activity, please see Appendix F.

V. **EOE Portalization of Website**

In December 2009, EEC’s website joined the Executive Office of Education and Mass.Gov web portal as a key step towards enhanced customer service and communication with families, educators and early education and care programs. EEC was the first of the EOE agencies to become “portalized” and complies with Governor Deval Patrick’s plan to ensure all state agencies and departments have a high-quality web presence. On November 8, 2011 a new contemporary redesign of this widely-used website was launched. The redesigned website promises to improve the customer experience when interacting with Massachusetts’ government online. Each page presents a cleaner, more stream-lined look, making pages more readable and easier to scan. New navigation displays information more effectively so that users can content more quickly and easily. Information is better

organized with new categories, requiring fewer clicks the new site is a significant advancement designed to meet the expectations of customers for a quality online experience

- EEC's website offers improved search and navigation capabilities in several main areas of information:
 - Programs and Services
 - Key Initiatives
 - Key Resources
 - News and Updates
 - Press Releases
 - Online Services
- EEC's strategic communications plan focuses on using the Web to improve services and communications, especially for families and providers. With Web consultants, EEC has analyzed areas to improve general usability. As a result all categories listed under Programs & Services have been reviewed, and reorganized so that related topics are presented together.

Planned for Next Year

VI. ARRA Longitudinal Data Systems Grant

EEC legal and IT staff have collaborated with the other education agencies in EOE - the Department of Elementary and Secondary Education and the Department of Higher Education- to develop MOU'S for the sharing and exchange of child level data about Commonwealth children as they progress from birth, through the K-12 system and into higher education. As a result of their work, agreement was reached in the summer of 2010. These agreements are essential to support the upcoming outcomes for the LDS2, and also the Race to the Top program. In the upcoming year the following activities are planned for the LDS2: Agency interviews which will drive business and data requirements, a current environment assessment, definition of the governance model for the project, and a system source analysis. These deliverables will be the foundation for the P-20 blueprint architecture for the P-20 development. A critical deliverable will be the P-20 Roadmap that includes a gap analysis. A properly designed and implemented Integrated P-20 Longitudinal Data System (LDS) and Education Business Intelligence Data System (BI), enables the analysis of student outcomes the educational and program areas in need of improvement whether on a child, student, classroom, program, school, district, or systemic basis.

VII. Implementing the Early Childhood Information System (ECIS)

The implementation of ECIS, the horizontal, cross-agency part of the state's vertical Statewide Longitudinal Data System (SLDS) is aimed to track children's progress overtime and allow information to be shared with educators and families, while creating an early warning system for targeted intervention of high needs children. Race to the Top Early Learning Challenge Grant funding will be used to support the implementation of the ECIS, the horizontal, cross-agency part of the state's vertical Statewide Longitudinal Data System (SLDS) is aimed to track children's progress overtime and allow information to be shared with educators and families, while creating an early warning system for targeted intervention of high needs children. The state will frontload a four-year investment to create the next phase of the state's horizontal Early Childhood Information System (ECIS) and enhance connections and information exchange with the State Longitudinal Data System (SLDS).

VIII. Licensing Monitoring and Enforcement

The Department will revise the licensing visit protocol for group and school age care and family child care programs. National research has consistently shown that the frequency of visits by licensing staff has a positive impact upon the quality of programs and the resultant early educational opportunities for children. The Department will develop an assessment of risk of regulatory compliance of licensed programs based on licensing history, QRIS assessment and the qualifications of staff. The Department will utilize this instrument to determine the visit schedule of programs and the scope of those visits. In this way the department will be able to schedule more frequent visits to those programs that will benefit from those interactions.

Infrastructure Indicator 2: The operational roles of EEC's community partners have been clearly defined, aligned to support the agency's vision and accepted by stakeholders.

Accomplished This Year

Definition of Operational Roles: See updates on CFCE grant, CCR&R procurement, and EEC's re-organization

Infrastructure Indicator 3: EEC regions have the staff, resources and stakeholder partnerships required to achieve the breadth of the agency's readiness vision.

This indicator was further defined in 2011 to include attracting resources (either in-kind or funds), to support achieving the vision and work.

Accomplished This Year

Attracting Resources to Support Achieving the Vision and Work

Please see the section of this Report entitled 2012 Context: Race to the Top-Early Learning Challenge (RTT-ELC) Program.

Infrastructure Indicator 4: EEC continues to implement policy initiatives that are backed up by research, developed through stakeholder collaboration, and coordinated with agency operations.

Accomplished This Year

EEC is focused on integrating research into practice and stakeholder collaboration. For example, the development of the current QRIS standards was based on the research about quality programming and what improves outcomes for children. Additionally, in the development of the Massachusetts Race to the Top application, the Leadership Team played a critical role in vetting plans that would strategically advance the field of early education and care in the Commonwealth.

Infrastructure Indicator 5: All EEC staff, community partners and families have comprehensive information about educators and early education and care programs.

Accomplished This Year

See Communications update on Brian Building in Progress Campaign.

Infrastructure Indicator 6: EEC staff is diverse, knowledgeable and adequately trained to perform assigned functions and to understand the operations of the agency and its community partners in the field.

Accomplished This Year

I. Staff Professional Development Opportunities

The all staff meeting presented an opportunity for staff to attend workshops that increased their professional knowledge. In addition, other professional development opportunities to attend statewide or national conferences are intentionally distributed to EEC staff. Several of the conference EEC staff have attended included:

- Office of Child Care: Improving the Quality of Child Care Programs in Region I
- National Dialogue on Workplace Flexibility
- CCSSO- National Longitudinal Data System Conference
- A Comprehensive Approach to Addressing Childhood Obesity in the Early Care and Education Settings
- Early Learning Challenge Collaborative State Team Conference
- Office of Head Start National Birth to 5 Leadership Institute
- Strengthening Families National Summit
- 2011 NAECS-SDE Meeting
- Measuring and Improving Child and Family Outcomes
- ACONE Conference
- Council of Chief State School Officers (CCSSO)-ECEA Meetings

Planned for Next Year

II. Staff Professional Development Opportunities

EEC will continue to diversify the staff attending professional conferences and trainings.

Infrastructure Indicator 7: EEC has developed active relationships with other state agencies, community partners, public schools and other stakeholder organizations to meet its mission.

This indicator was further defined in 2011 to include:

Creating a clear/specific alignment of the work of the Departments Early Education and Care, Elementary and Secondary Education and Higher Education to improve the preparation of the EEC workforce;

Continuing to develop legislative relationships at the state and federal levels;

Developing an inter-agency agenda and an implementation plan for that agenda which supports positive development for each child.

Implement ECIS and Unique Child Identifier.

Accomplished This Year

I. EEC and Department of Elementary and Secondary Education Partnership

The Department's partner on several initiatives to ensure collaboration and effectiveness among all aspects of the education system. Some examples of joint activities are listed below:

a. Prioritization of Commissioner's Districts

In support of a statewide approach to organize support and assistance to the school districts in Massachusetts with challenges, including serving among the highest percentages of students living in poverty statewide and containing more than 80 percent of the schools currently designated as underperforming, ESE has recognized ten "Commissioner's Districts". Multiple EEC initiatives prioritize these ten designated ESE districts in order to provide a coordinated approach to targeting resources to support these portions of the state. Two such initiatives include a summer-only early education and care program linked to closing the summer learning gap (774 children served in 2009) and an out-of-school-time grant which aims to retain or increase students' academic gains, particularly in the area of literacy, by reinforcing their school day and year learning through high-impact activities and effective curricula during the summer months and throughout the school year.

b. Alignment of Priorities for Pre-K to 3 System Building

EEC has agreed to work with ESE to ensure alignment of priorities regarding Pre-K to 3 system building, beginning with a focus on formative assessment. ESE and EEC are actively working toward assigning of ESE's unique student identifier, the SASID, to children ages 0-5 in EEC programs.

c. Statewide Assessment System

EEC is currently working to build a statewide assessment system and is coordinating with the ESE to ensure alignment of formative and summative assessments and data collection efforts taking place in the Kindergarten to 12th grade system.

d. ARRA-Funded Birth to 8 Leadership Institute

In FY2011, using ARRA funding, EEC launched the Birth to Eight Leadership Institute in partnership with ESE. A fellowship comprised of a series of the three in-depth leadership meetings with national experts and state leaders focused on three areas of timely importance to the Commonwealth, including: child growth and development; literacy, and dual language learners. The Institute was intended to foster cross-sector collaboration among public school, Head Start, center-based, out of school time, family child care, mental health, and early intervention programs. More than topical meetings, Fellows became part of a statewide learning community through the Institute and the professional development experience provided opportunities for these Fellows to build

a learning community and develop a sense of shared purpose, identity, and responsibility. Seventeen (17) participants chose to receive college credit for participating in the Institute. EEC has hired CAYL to continue this project in FY12. The FY12 Institute takes place over three Saturday sessions (March 3; April 28; and June 2, 2012). Topics included Assessment of Young Learners, Classroom or Program Environment, Professional Development Strategies for Early Educators, Literacy and Language, and Social Emotional Interventions.

e. **Out of School Time Care at Underperforming Schools**

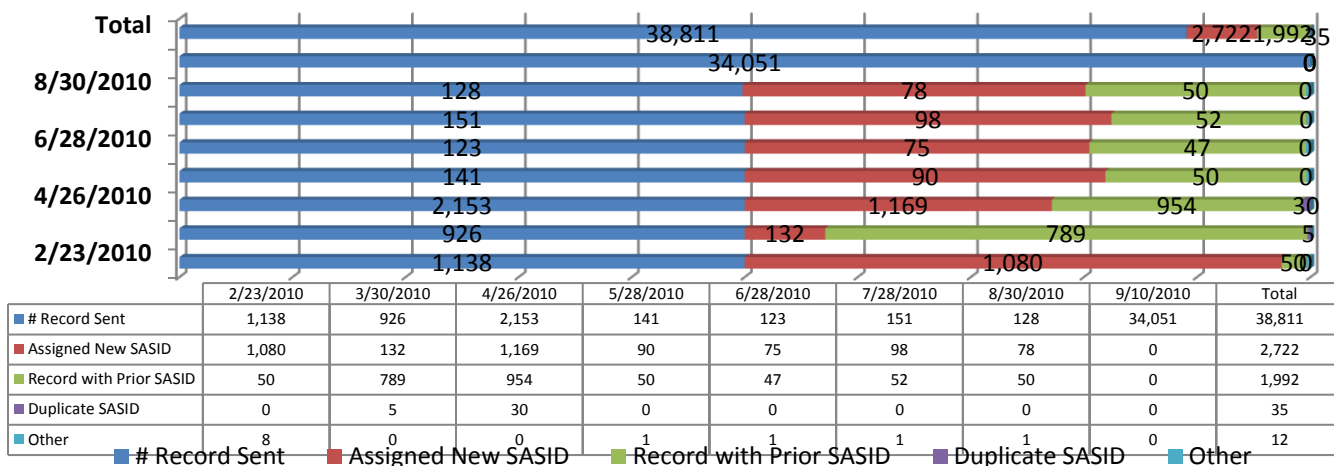
EEC identified a great need for out-of-school-time care at two underperforming elementary schools in Worcester. These schools have been designated by the Department of Elementary and Secondary Education as “Level 4” for having scored poorly on the MCAS in both Math and English Language Arts over a four-year span with no signs of “substantial improvement.” In an effort to assist these schools in their redesign and turnaround efforts, EEC sought a program to implement out-of-school-time services on-site at one or both of these schools. Through quality programming, primarily offered after-school, children can receive assistance in completing their homework, preparing for MCAS examinations, and reinforcing lessons and skills taught during the school day. EEC sought to award up to forty (40) out-of-school-time slots (up to twenty (20) per school) to an existing income eligible provider for out-of-school-time care to be provided at one or both of these underperforming schools starting on or before February 28, 2011. EEC received one application from the Guild of St. Agnes (The Guild) to provide services. The Guild was awarded 40 school age slots amended to their income eligible contract to provide out-of-school time programs at the “Level 4” Union and Chandler Schools in Worcester. The programs opened on February 29, 2011. Due to low enrollment at the Chandler School, the programs were combined in September of 2011 at the Union School. The Guild of Saint Agnes also opened an out of school time program at the Woodland Academy on November 14, 2011 which will serve a total of 39 children at full capacity. This school is located in the Main South Promise Neighborhood zone in Worcester.

f. **ESE-EEC Data Sharing Project: Assignment of ESE’s Student Identifiers (SASIDs) to EEC’s Children**

The assignment of a unique identifier to each child is the first step facilitating the tracking of children’s participation in social services, education, and experiences as they progress to adulthood. This identifier allows agencies and government to evaluate the effectiveness of social service and educational programs. ESE already has a unique identifier for school children, the SASID (state assigned student ID). EEC is collaborating with ESE to have the SASID assigned to EEC children. As the result of an MOU between ESE and EEC, EEC began sending data for SASID assignment to ESE last winter. We began using our teen parent population and their children as the pilot group. As a result of the pilot, both teen parents and their children now have SASIDs. This will allow us to verify the process for SASID lookups (teen parents, who already have a SASID) and SASID assignments to children age 0 to 5 (who are too young for the public school assignment). SASID integration requirements and options have been documented. EEC is scheduled to have a live integrated SASID assignment solution by the completion of FY2012.

The status of this assignment is shown below:

FY10 State Assigned Student Identifier (SASID) Exchange



g. MOU with the Springfield Public Schools

EEC continues to identify opportunities to cultivate best practices for intervening in the lowest-achieving schools in the state. To that end, in February 2010, EEC entered into a Memorandum of Understanding (MOU) with Springfield Public Schools (SPS) to work on aligning the early education and care and K-3rd grade systems in Springfield. The MOU is to develop a comprehensive integrated service delivery and learning system designed to support collaboration, coordination and shared results for the children of Springfield from Pre-K to third grade including public schools, and other providers of early education and care including FCC, Head Start and center based care. Alignment of standards, curriculum, professional development to support teacher quality and assessment pre-kindergarten to third grade requires organization across multiple domains and stakeholders.

h. Holyoke Pre-K to 3rd Alignment

On August 25, 2011 the Commissioner presented at the first meeting of Reading is Power: Holyoke Can Do It! – Leer es Poder: Holyoke Puede! The meeting was designed to start the city of Holyoke's prek to 3rd alignment. Showing their commitment to the project were Holyoke Superintendent David Dupont, President of Holyoke Community College William Messner, Holyoke Mayor Elaine Pluta, school committee members, public school staff and community based programs and organizations. Attendees of the meeting were broken up in sub committees covering the areas of business/government, community funders, community education and family engagement. The work of the sub groups will help determine next steps in the work for Holyoke. Holyoke is in the process of reviewing a draft MOU similar to the one used by Springfield. On August 29, 2011, the Commissioner attended a meeting by request of the principal of PECK school for her help and guidance around the area of screening and assessment. At the present Holyoke does not have a formal kindergarten screening or assessment for children in preschool through kindergarten. In November 2011, Holyoke Public Schools signed a

Memorandum of Understanding (MOU) with EEC to formalize the efforts between EEC and HPS to align the systems from birth to 3rd grade.

II. EEC and Department of Public Health Partnership

a. **Affordable Care Act Initial Funding for Maternal, Infant, and Early Childhood Home Visiting Grants**

The Massachusetts Department of Public Health (DPH), the State Title V Agency, submitted an application in response to the Formula Funding Opportunity Announcement for the 2011 project year for a State Home Visiting Program for the Massachusetts Maternal, Infant and Early Childhood Home Visiting (MIECHV) Initiative.

In close collaboration with DPH and other state agencies, the Massachusetts Executive Office of Health and Human Services (EOHHS) and Executive Office of Education (EOE) convened a two-tiered Massachusetts Home Visiting Task Force and Working Group that have directed and jointly developed the Home Visiting Needs Assessment, Updated State Plan, and grant submissions. As Co-Chair of the Massachusetts Home Visiting Task Force, Commissioner Killins with Dr. Lauren Smith, DPH Medical Director, has provided guidance in the development of the State's successful proposals to the US Department of Health and Human Services.

On August 22, 2011 the MA Home Visiting Program received the notice of grant award (NGA) from HRSA of the \$1.143 million for the first round of formula funding. The following communities were selected and will implement and/or expand the following home visiting models:

- Chelsea: Implement Healthy Steps/ and will integrate Healthy Families into Healthy Steps
- Fall River: Expand Healthy Families
- Holyoke: Expand Early Head Start and Expand Healthy Families
- Lynn: Expand Healthy Families
- Southbridge: Expand Healthy Families

The MIECHV program has also been awarded the federal Maternal, Infant, and Early Childhood Home Visiting Competitive Grant by the federal Health Resources and Services Administration (HRSA)/ Maternal and Child Health Bureau (MCHB), meaning that Massachusetts has been approved for *both* the Competitive Funds and the 2nd Year Formula Funds for the Maternal, Infant, and Early Childhood Home Visiting Program. In addition to the 1.4 million in formula funds per year, the competitive funds will give the MA MIECHV Program an additional 7.591 million (year one) to upwards of 9 million a year. These funds will allow Massachusetts to roll out the MIECHV program to all 17 communities identified as most at risk in the recent MIECHV state-wide needs assessment. Programs in the first cohort of 5 communities are in the process of hiring and training staff and will begin offering Mass Home Visiting services on December 1, 2011. Programs in the remaining 12 communities are expected to be implemented by Spring of 2012. Methods for evaluation of the home visiting programs, required benchmarks and the evolution of this program as part of a larger system of early education and care are in development.

Integration of the Massachusetts MIECHV Initiative into the Broader Early Childhood System

In FY 2011 and 2012, Massachusetts will use a number of strategies to ensure the integration of the MIECHV Initiative into a broader statewide system of care for children and their families. Specific strategies include:

- Develop a plan for implementing the FIRSTLink Program—a centralized intake/universal (voluntary) one-time home visit in all 17 identified high-need communities, which will provide linkages for families and triage to appropriate services
- Build on the positive impact of individual home visits by funding communities to develop and implement parent support groups to reduce depression, social isolation and lessen child abuse and neglect
- Integrate MIECHV Initiative into early childhood initiatives 1) on a statewide level through state agency collaborative partnerships or MOUs, the developing Early Childhood Information System (ECIS) the Kindergarten Readiness Assessment Model Design and Pilot, Help Me Grow, MA211, Birth to Grade 3 Alignment and the Quality Rating and Improvement System (QRIS)., and 2) on a community level through engagement with: CFCE grants, Mental Health Consultation Services Grants, and other local partners
- Leverage the MIECHV Initiative’s resources and visibility to strengthen cross-systems tools and standards to enhance services and ensure that supports for children and their families are coordinated within and across the early childhood system
- Support continued collaboration with key organizations, civic partners, and stakeholders at the state and community levels, including sister state agencies
- Continue engagement with community and local partners, including MA model representatives, local providers, and community leaders, including superintendents, mayoral offices, health departments, and other civic representatives, to build a larger system of care

b. EEC and DPH Collaboration to Assure Inclusion Services for Children with an IEP

EEC has a contract with the DPH Regional Consultation Program to assure inclusive services for children ages 3-5 who are receiving or may be eligible to receive special education services through their local public school district. This arrangement has been set up to build upon each agency’s strengths, and supplement EEC’s capacity during this time of reduced staff capacity.

- Purpose: The purpose of this contract is to improve administrative efficiency and service delivery, and better support EEC department operations through utilization of the Department of Public Health’s (DPH) Regional Consultative Programs for Early Intervention Services. Through Early Intervention, DPH currently provide services to the eligible children from birth to age three and their families. As a result of this contract, the RCPS are able to extend the benefits of their expertise by providing services that support children ages 3-5 who have an Individual Education Plan (IEP),

or who may be eligible to receive special education services through their local school district.

- In its third year of implementation, this collaboration has been designed to support the smooth transition of young children from Early Intervention (EI) services to special education service by their 3rd birthday. Regional Consultation Programs (RCP) activities for this past year have included:
 - The provision of technical assistance to pre-school programs, educators and families of children with disabilities to support timely implementation of Individual Education Plans, by age three, where appropriate, as well as providing technical assistance to educators who serve children with disabilities in inclusive early education and care settings.
 - Similar to last year, the six RCPs continued to participate in the 15 Community Practice meetings held regional throughout the state. (See Communities of Practice)
 - New for FY2012, the RCPs also provided follow up consultation, where a clinical assessment is required to programs that receive special education flex-pool funding from EEC.
- EEC, in collaboration with DPH Early Intervention Programs, hosted three sessions for school districts, Early Intervention, and mixed delivery system educators who work with children Birth – age 5 on *Battelle Developmental Inventory, 2nd Edition* (BDI-2). These sessions, conducted in May 2011 were offered to complement the 10 sessions offered in FY2011. The trainings provided an overview of the administration and scoring of the BDI-2 screening instrument. In addition a train the trainer session was held for EI programs and public preschool staff who are currently using the BDI-2 or are moving forward with the implementation and have been administering the tool for at least three months at their program with enrolled children and families. A total of 95 participants from the mixed delivery system attended.

III. **EEC and Department of Children and Families (DCF) Partnership**

In the summer of 2011, the Commissioners and senior staff from EEC and the Department of Children and Families (DCF) met to discuss interagency collaboration. Several areas for future work were identified including:

- Screening and Assessment of foster children 0-5,
- Enrolling foster children in supportive care at the income eligible rate and possibly adding them to the EEC wait list,
- Streamlining the process by which DCF makes referrals to early education and out of school time programs,
- Mechanisms for staff training and information sharing,
- Ensuring that children receive care for 6 months post case closure,
- Planning for a shared budget request in the future,
- Developing data sharing mechanisms to identify and address access to care across all regions of the state,
- Development of an on-going work group to bring ideas discussed to fruition.

On October 19 and 20, 2011, EEC and DCF sent a team of 5 staff, along with Commissioners Killins and McClain, to a Casey-sponsored conference on Early Childhood and Child Welfare where the two agencies will continue to develop a concrete work plan for implementation.

IV. **Multiple Agency Partnerships**

a. **Readiness Centers**

All three agencies in the Education Secretariat, EEC, ESE and DHE, are actively involved in the Coordinating Committee that is guiding the work of the Readiness Center Network. EEC aligned its EPS Partnerships with the Readiness Centers in their regions by requiring this collaboration in these grants and funding joint projects with ARRA funds. In the fall of 2011, Readiness Centers received RTTT funding to hire directors and to initiate projects. EEC is working to identify professional development that the Readiness Centers can best provide. Among these topics are analyzing data, training in formative assessment, addressing the needs of ELL educators, and disseminating on-line courses developed by EEC.

b. **Massachusetts Children at Play Initiative -Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) and I Am Moving I Am Learning (IMIL)**

The EEC, DPH, ESE, Child and Adult Food Program Sponsorship (CAFP); Head Start and Head Start T&TA teamed up to implement a research-based intervention, NAP SACC, and a proactive research-based approach for reducing and reversing the trend of childhood obesity, IMIL. 46 mentors trained in NAP SACC and IMIL visited 226 preschool programs twice over a period of six months to support the programs in making changes to their nutrition and physical activity policies through training and technical assistance. In addition, ESE Child and Adult Nutrition Food Sponsorship programs that visit licensed FCC homes on a quarterly basis were trained in NAP SACC and IMIL. They incorporated the researched based concepts of NAP SACC and IMIL into their trainings and visits to the FCC homes. The interagency workgroup continues to meet on a regular basis to develop a unique initiative for Massachusetts to address the trend of childhood obesity and reverse it and establish a sustainability plan. Information about NAP SACC may be found at: www.childtrends.org/Lifecourse/programs/napsacc.htm
Information about IMIL may be found at:
<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Nutrition/Nutrition%20Program%20Staff/IMIL/IaMMovingIam.htm>

c. **Help Me Grow**

The University of Connecticut Health Center has awarded a grant to EEC to replicate the Help Me Grow model in Massachusetts. Help Me Grow is a prevention program designed to identify children at risk for developmental or behavioral problems and to connect these children to existing community resources. Families, health care providers and other community based providers can call an informational phone line to receive assistance with any concerns about a child's development or behavior. Only four proposals were selected for award in this round of application. This two-year grant will support the requirements of disseminating the model across Massachusetts, which include maintaining fidelity to the Help Me Grow model, a plan for statewide scaling up, designation of a lead agency, and the hiring of a program manager. With this award, Massachusetts is officially designated as an affiliate of the Help Me Grow National Technical Assistance Center.

This year partnering with the Department of Public Health (DPH) and the United Way of Massachusetts Bay and Merrimack Valley, EEC worked to define their Help Me Grow system model as a “universal referral system that works to supports parents understanding of their child’s growth and development and assists with connecting children identified at-risk of a developmental delay with community based services.” The four (4) key components of the Massachusetts Help Me Grow model are 1)Parent Outreach and Child Growth and Development Education, 2) Child Health Care Provider and Community Outreach, 3) Statewide Telephone Access Point, and 4) System Data Collection.

To support parents as their child’s first teacher, Help Me Grow-Massachusetts has provided pilot opportunities for fifteen (15) Coordinated Family and Community Engagement (CFCE) grantees, and one Reach Out and Read affiliated child health care provider to support families learn about their child’s development using evidence-based tools, such as the use of the Ages and Stages Questionnaire (ASQ) for developmental and social-emotional screening. The pilot programs will have the capacity to locally make the ASQ screening tool available for all parents, particularly those who may not have their child in formal care, and to provide appropriate community-based referrals to families that may seek additional information after completing the screen.

EEC Staff also met with MA211 about their potential for involvement in Help Me Grow. They are interested and willing to expand their referral capacity to include information about all EEC grant funded activities such as CFCE, Early Childhood Mental Health Consultation, Head Start, and UPK. Together with MA211, EEC has developed a profile form for each CFCE grantee to complete in the upcoming weeks. This form will provide MA211 with data on the services and locations of each CFCE grantee, and will provide MA211 staff with training on the services provided.

As the pilot work progresses, EEC, DPH and United Way have collaborated to form a working group that continues to evaluate the pilot project progress, and to inform their continuous quality improvement plan and best practices to support families and the Commonwealth’s youngest children.

V. EEC Participation in Interagency Initiatives

This year EEC staff participated in several interagency initiatives, including:

- a. Maternal And Infant Early Childhood Home Visiting Task Force
- b. Maternal And Infant Early Childhood Home Visiting Work Group
- c. Strengthening Families
- d. MA Family Literacy Consortium
- e. Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
- f. Interagency Council on Housing and Homelessness and its subcommittee on Homelessness in Early Childhood.
- g. United Way Healthy Child Development Impact Council
- h. DCF/EEC Streamlining Working Group
- i. United Way Increasing Youth Opportunities Impact Council
- j. Children’s Behavioral Health Initiative Advisory Council
- k. Head Start State Advisory (HSSCO) Board
- l. Massachusetts Head Start Association Meetings
- m. The New Americans Agenda for Massachusetts
- n. Early Literacy Task Force

- o. Race to the Top Implementation Advisory
- p. Autism Commission (see Appendix N for details)
- q. EI Training Center Advisory Group
- r. Special Education Advisory Council (ESE)
- s. Interagency Coordinating Council Massachusetts (DPH)
- t. Massachusetts Pilot: National Center for Children's Vision and Eye Health

Planned for Next Year

VI. See Quality section for more details relative to **the *Race to the Top Early Learning Challenge Grant - Memorandums of Understanding (MOUs)***.

VII. **Readiness Centers**

EEC will work with EOE, DHE, and ESE to better define the roles of the Readiness Centers. In particular, EEC will focus on better defining the relationship between its EPS grantees and the Readiness Centers that serve the same regions to build on the unique strengths of each.

VIII. **Sustaining Program Effects in the Early Elementary Grades**

- a. *Alignment of Preschool Curriculum Frameworks with the Common Core State Standards for English Language Arts (ELA) and the K-12 Common Core State Standards for Mathematics with the Department of Elementary and Secondary Education*

The Common Core Pre-K Standards are the beginning of the consistent framework and the developmental educational continuum from infant/toddler care through preschool programs to kindergarten and into primary grades.

- EEC contracted with UMass Boston to develop a 15 hour online course for springtime roll-out to help the field understand how to effectively use the guidelines and the standards together.
- The Readiness Centers and the EPS Grantee Partnerships will train preschool programs on the Frameworks early in 2012. Train the trainer trainings have been confirmed at three locations across the state on November 10th hosted by the Northeast Readiness Center in Woburn, on December 5th hosted by the Lower Pioneer Valley Readiness Center in West Springfield and on December 8th hosted by the Southeast Readiness Center at Bridgewater State University.

Informed by evidenced based research, EEC has embraced birth to third grade alignment as a comprehensive strategy that seeks to sustain student learning gains in the early elementary school years.

- b. *Race to the Top – Early Learning Challenge Grant Funded Initiatives*

Through Race to the Top – Early Learning Challenge grant funds, the state proposes to fund initiatives to enable communities to enhance children's third grade reading and math proficiency skills, social and emotional development and the alignment of birth to grade 3 instructional and assessment training and implementation opportunities, including:

- building an Early Educators Fellowship, a leadership institute for public elementary school principals and community-based providers that supports the alignment of early childhood education with K-3 education over years 2-4;
- building off the federal investment from the first Race to the Top (K-12) grant, and invest, over four years, in its six regional Readiness Centers, which link pre-K and K-12 professional development activities statewide with a focus on educator quality and the use of data. Readiness Centers will be used to train Kindergarten teachers to participate in the Kindergarten Entry Assessment (KEA) and gain skills in analyzing data for improved individualized teaching; and
- provide resources and professional development opportunities, over four years, to local communities and public schools that have early education and out of school time partnerships and a birth to age 5 strategic Plan.

IX. Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment

As noted in Quality Indicator 3, through Race to the Top – Early Learning Challenge grant funds, the state proposes to fund the development and implementation of a Massachusetts Kindergarten Entry Assessment (MKEA) to produce a common statewide measure of children’s school readiness. In the first two years of the grant, Massachusetts plans to hire a vendor to develop a common metric for early learning assessment tools to serve as the basis for the MKEA.

X. ESE-EEC Data Sharing Project: Assignment of ESE’s Student Identifiers (SASIDs)

EEC intends to expand the assignment of SASIDs to all children they serve and collaborate with ESE on developing meaningful, real-time reports. The upcoming focus will be to determine what data fields or elements may be used with EEC, DHE, and ABE as well as documenting and analyzing the various business scenarios. Additionally once consensus is reached on the data elements any modifications that are in alignment with adhering to FERPA must be identified. Integration requirements will be approved, implemented and then tested. Completion of these actions will drive the successful linkage of EEC, ESE, and DHE systems.

XI. Affordable Care Act Initial Funding for Maternal, Infant, and Early Childhood Home Visiting Grants

The Task Force and Work Group will be restructured to reflect the change from planning and applying for funds to program implementation and integration into a larger system of early education and care and family supports. All programs will be operational by April of 2012. Benchmarks will be gathered from all grantees and progress will be reported regularly to HRSA. Final evaluation plans will be developed and implementation will begin. In November 2011 EEC is submitting an application to Zero to Three to participate in a national discussion on the integration between home visiting and early education program and policy. If selected to participate, an interagency team from Massachusetts will attend the national forum in Washington DC in the spring of 2012.

XII. Help Me Grow

Next steps will include convening the MA Help Me Grow advisory committee on November 28th, 2011. This meeting will share with key family engagement and child health care stakeholders the overview and progress of the Help Me Grow Massachusetts system. The outreach and Help Me Grow awareness campaign for pediatric physicians, and its connection with the MA211 system will

be the next phase of the pilot project and Help Me Grow work. Also, the collection and analysis of data from the pilot work will continue to inform future program development and design.

XIII. Massachusetts Children at Play Initiative -Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) and I Am Moving I Am Learning (IMIL)

EEC will work with the cross agency team to integrate the Massachusetts Children at Play Initiative with Let's Move Child Care, a comprehensive initiative from U.S. First Lady Michelle Obama that is dedicated to solving the problem of obesity within a generation, so that kids born today will grow up healthier. The initiative's Website is a great resource with tools, training and technical assistance opportunities to support educators in their efforts to meet physical activity and healthy nutrition standards. Many of these resources have been created or gathered with the help of early education and care programs in Massachusetts and across the country.

XIV. ARRA-Funded Birth to 8 Leadership Institute

The FY12 Institute will take place over three Saturday sessions (March 3; April 28; and June 2, 2012). Topics included Assessment of Young Learners, Classroom or Program Environment, Professional Development Strategies for Early Educators, Literacy and Language, and Social Emotional Interventions. Race to the Top funds will be used to support building an Early Educators Fellowship, a leadership institute for public elementary school principals and community-based providers that supports the alignment of early childhood education with K-3 education.

XV. EEC Participation in Interagency Initiatives

EEC will continue to collaborate with other agencies on common agendas.

XVI. Legislative Relationships

Please see "Appendix O: Communications Project Details" for more information.

APPENDICES

Appendix A: Legislative Reporting Requirements

Annual Legislative Report Language:

- (g) The board shall submit an annual report to the secretary of education, the secretary of administration and finance, and the clerks of the House of Representatives and senate, who shall forward the same to the joint committee on education, describing its progress in achieving the goals and implementing the programs authorized in this chapter. The report shall evaluate the progress made toward universal early education and care for preschool-aged children and toward reducing expulsion rates through developmentally appropriate prevention and intervention services.
- The department shall include an annual report on behavioral health indicators that includes estimates of the annual rates of preschool suspensions and expulsions, the types and prevalence of behavioral health needs of children served by the department, the racial and ethnic background of the children with identified behavioral health needs, the existing capacity to provide behavioral health services, and an analysis of the best intervention and prevention practices, including strategies to improve the delivery of comprehensive services and to improve collaboration between and among early education and care and human services providers. The report and any recommendations for legislative or regulatory changes shall be submitted by February 15th to the secretary of health and human services, the secretary of administration and finance, the children's behavioral health advisory council, the child advocate, and the general court by filing it with the house committee on ways and means, the senate committee on ways and means, the joint committee on education, the joint committee on mental health and substance abuse, the joint committee on children, families and persons with disabilities, the clerk of the house and the clerk of the senate.

G.L.c. 15D, Sec. 10:

- The board shall include in its annual report rules and regulations promulgated by the board relative to the use of civil fines and sanctions, the types of sanctions, and the amount of those fines.

G.L.c. 15D, Sec. 13(d):

- The department of early education and care, with the approval of the board and in consultation with the state advisory committee on early education and care established in [section 3A](#), shall study and present any additional recommendations on the programmatic, financing, and phase-in options for the development and universal implementation of the Massachusetts universal pre-kindergarten program. This study shall include an estimate of the need for full-day, full-year care that meets the needs of parents who work full-time and shall include the number of pre-school aged children in the commonwealth who may be at risk due to family poverty, TAFDC status, special needs, or other risk factors.
- The department shall include its findings and recommendations, and any updates of its findings, in the annual report required under [section 3](#).

Effective: November 18, 2008

Massachusetts General Laws Annotated Currentness

Part I. Administration of the Government (Ch. 1-182)

Title II. Executive and Administrative Officers of the Commonwealth (Ch. 6-28A)

Chapter 15D. Department of Early Education and Care (Refs & Annos)

Workforce System Update Legislative Report Language:

§ 5. Workforce development system; implementation plan

The board shall develop and annually update an implementation plan for a workforce development system designed to support the education, training and compensation of the early education and care workforce, including all center, FCC, infant, toddler, preschool and school-age providers. The board shall solicit input from organizations and agencies that represent a diverse spectrum of expertise, knowledge and understanding of broader workforce development issues and of the professional development needs of the early childhood and care workforce. In order to inform the plan, the board shall conduct:

- (1) an inventory and assessment of the current resources and strategies available for workforce and professional development in the commonwealth, including but not limited to Head Start trainings, community-based trainings, higher education programs, child care resource and referral agency trainings, state and federally funded workforce development trainings/programs, public school system trainings/credentialing, and other trainings that address the needs of those who work with children and make recommendations for coordinating the use of those existing resources and strategies;
- (2) analyses using current data on the status of the early education and care workforce, including work experience, certifications, education, training opportunities, salaries, benefits and workplace standards; and
- (3) an assessment of the workforce capacity necessary to meet the state's early education and care needs in the future.

In the development of the plan, the board shall consider:

- (1) core competencies, a common and shared body of knowledge, for all those working in the early education and care fields;
- (2) streamlined and coordinated state certification, credentialing, and licensing within the early education and care fields including teacher and provider certification and licensing, the child development associate, public school teacher certification, and other program standards as appropriate for director, teacher and provider credentialing requirements;
- (3) a mandatory and regularly updated professional development and qualification registry;
- (4) agreements among IHEs for an articulated system of education, training, and professional development in early education and care;
- (5) approval of early education and care training programs and academic coursework, incentives for associates and bachelors programs to meet best practices and to modify curricula to reflect current child development research, and certification of trainers and teachers;
- (6) coordination of existing workforce resources among public agencies, including establishing regional workforce support resources in coordination with child care resource and referral agencies;
- (7) a range of professional development and educational opportunities that provide appropriate coursework and degree pathways for FCC as well as center-based providers at all levels of the career ladder that are available in locations, days, and times that are accessible;
- (8) credit for prior learning experiences, development of equivalencies to 2 and 4 year degrees, and the inclusion of strategies for multiple pathways for entry into the field of early education and care;
- (9) recruitment and retention of individuals into the early education and care workforce who reflect the ethnic, racial, linguistic, and cultural diversity of Massachusetts families based on the current census data;
- (10) incentives and supports for early education and care professionals to seek additional training and education, such as scholarships, stipends, loan forgiveness connected to a term of service in the field, career counseling and mentoring, release time and substitutes;

- (11) guidelines for a career ladder or career lattice representing salaries and benefits that suitably compensate professionals for increases in educational attainment and with incentives for advancement, including a salary enhancement program;
- (12) public and private resources to support the workforce development system;
- (13) a data collection and evaluation system to determine whether the workforce and professional development activities established pursuant to this chapter are achieving recruitment, retention and quality of the workforce goals;
- (14) ways to recognize and honor advancement in educational attainment among early educational and care professionals;
- (15) professional development opportunities that are provided in languages other than English, and incorporation of these opportunities into any broader, articulated system that is developed; and
- (16) alignment of the core competencies, course offerings and other professional development opportunities, where appropriate, with the program quality standards established under section 11.
- (17) training to identify and address infant toddler and early childhood behavioral health needs.

CREDIT(S)

Added by St.2004, c. 205, § 1, eff. Mar. 1, 2005. Amended by St.2008, c. 215, § 35, eff. July 31, 2008; St.2008, c. 321, § 5, eff. Nov. 18, 2008.

HISTORICAL AND STATUTORY NOTES

2009 Electronic Update; 2004 Legislation; St.2004, c. 205, § 1, an emergency act, was approved July 23, 2004, and by § 2 made effective Mar. 1, 2005.; 2008 Legislation; St.2008, c. 215, § 35, an emergency act, approved July 31, 2008, effective July 31, 2008, in the second paragraph, in cl. (13), deleted “and” from the end; in cl. (14), substituted “advancement” for “advancements” and added “; and” to the end; and added cls. (15) and (16).

St.2008, c. 321, § 5, approved Aug. 20, 2008, effective Nov. 18, 2008, added cl. (17).

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Link to last year’s report:

http://www.mass.gov/Eoedu/docs/EEC/fy11_legis_rpt/FY11EECAAnnualReport.pdf

Appendix B: EEC Board Members

EEC's Board members are as follows:

Jondavid "J.D." Chesloff, Chairperson
Executive Director, Massachusetts Business Roundtable
Appointed as business representative with demonstrated commitment in education

Paul Reville
Secretary, Executive Office of Education

Chi-Cheng Huang, M.D., Vice Chairperson
Boston Medical Center
Appointed as a parent of a child receiving early education and care services

JudyAnn Bigby, M.D. (Designee: Marilyn Anderson Chase)
Secretary, Executive Office of Health and Human Services

Elizabeth Childs, M.D., M.P.A.
Appointed as psychologist recognized for research in field of educational psychology

Carol Craig O'Brien
Early Childhood Coordinator, Town of Westwood
Appointed as an early education and care teacher

Sharon Scott-Chandler, Esq.
Executive Vice President, Action for Boston Community Development
Appointed as early education and care provider with management & administrative experience

Mary Pat Messmer
Executive Director of Cape Cod Child Development; At-large Representative

Joan Wasser Gish, Esq.
Principal at Policy Progress; At-large Representative

Eleonora Villegas-Reimers, Ph.D.
Chair of Elementary Education Department and Associate Professor at Wheelock College
Appointed as an expert in evaluation & assessment of pre-schools

Cheryl A. Stanley, Ed.D
Dean of Education, Westfield State University; At-large Representative

In May 2011, Dr. Cheryl Stanley replaced Orlando Isaza as an At-Large Representative.



Out of School Time Learning Promotion Initiative

- \$499,000.

The goal of the Out-of-School Time (OST) Literacy and Learning Promotion grant is to retain or increase students' academic gains, particularly in the area of literacy, by reinforcing their school day and year learning through high-impact activities and effective curricula during the summer months and throughout the school year. This grant supports OST programs' ability to implement high-impact learning activities through partnerships with public school districts for direct training, modeling of effective direct instructional practice and coaching/feedback for program staff. Awarded to United Way.



Development of Infant/Toddler Early Childhood Program Standards and Guidelines

- \$50,000

Through a competitive bid process, EEC retained a consultant to assist with the development of Infant and Toddler Early Childhood Program Standards and Guidelines for Learning Experiences that align with the Guidelines and Standards for Preschool Learning Experiences. The consultant gathered information from national and Massachusetts stakeholders with relevant experience to develop drafts of the documents. The end product is a final set of standards and guidelines for release to the early childhood field. Awarded to the Massachusetts Association for the Education of Young Children (MassAEYC).



Contracted Providers- Voucher Reassessment

- \$882,827

This initiative provides financial support to assist contracted providers, including both center-based providers and FCC systems, who have agreed to participate in a pilot program to assume new voucher assessment responsibilities.



CCR&R - Provide Transition Services and Implement Efficiencies

- \$934,351

Child Care Resource and Referral agencies (CCR&Rs) that contract with EEC to provide voucher management services were invited in December, 2009 to submit proposals for a portion of the ARRA funds approved by the Board, so as to provide transition services and implement efficiencies. Twelve CCR&Rs submitted proposals and were awarded ARRA funds for the purpose of providing transitional support and technical assistance services to contracted providers and FCC systems assuming voucher assessment responsibilities and to fund efficiency proposals for creative ways to streamline the voucher management process.



Reconfigure Existing IT Structure for Alignment with Voucher Management

- \$110,275

EEC has utilized these funds to procure two informational technology consultants and equipment to assist with both short term and long term enhancements to the Department's IT systems in response to EEC's new voucher management model.



Training of EEC Staff and Educators in Use of Environmental Rating Scales

- \$139,314

This initiative supports the implementation of a formal process to rate the quality of all licensed programs through training of EEC licensing staff on the Environmental Rating Scales. A select group of licensing staff were trained initially in the use of the four early childhood Environmental Rating Scales: Early Childhood Environmental Rating Scale (used in center based pre-school programs), Family Day Care Rating Scale (FDCRS), Infant Toddler Environmental Rating Scale (ITERS) and the School Age Care Environmental Rating Scale (SACERS). Trained staff will be responsible for the training and reliability checks of staff within all of EEC's regional offices.

EEC added additional funds to this initiative to train early child care and out-of-school time educators on the Environmental Rating Scales. EEC contracted with Debra Cryer, Ph.D. of the Environment Rating Scales Institute, Inc.



Early Literacy Program

- \$183,833

ARRA funds were targeted to develop and improve early literacy for families and for FCC Providers serving infants and toddlers through professional development opportunities and technical assistance. Trained providers serving at least one subsidized child then received a developmentally and culturally appropriate collection of children's books, with the goal of each program receiving a small library of books. Awarded to Parent-Child Home Program.

EEC also supported a one-time professional development conference on March 3, 2010 as well as on-going opportunities for reflective practice, in partnership with the Department of Elementary and Secondary Education (ESE), which focused on closing the early literacy proficiency gap within the pre-kindergarten to age eight continuum.



Summer Only Vouchers 2009

- \$636,714 for Summer 2009

The purpose of this grant was to provide "Summer Only" child care financial assistance to the children of working families. The Summer Only Voucher Initiative 2009 was subject to the following policy objectives: serving children attending the Department of Elementary and Secondary Education's Commissioner's Districts; and children whose siblings were already enrolled/receiving child care financial assistance from EEC. Families eligible to receive a Summer Learning Voucher were required to be working or participating in education or job training.



Summer Only Vouchers 2010

- \$682,692 for Summer 2010

This is an extension of the Summer Voucher program that was previously approved and implemented in 2009. The Summer Only Voucher Initiative for 2010 was subject to the same policy objectives and eligibility requirements.



Preschool Child Care Education/Access to Financial Assistance

- \$5,572,736

EEC utilized these funds to open access for preschoolers on the wait list for a 13 month period (approximately August 2010 to September 2011). EEC dedicated \$135,000 of these funds to CCR&R agencies to supplement their administration of vouchers for this initiative for three months.

Additionally, EEC allocated funds as follows:

- I. Provide early education and care to children who attended the KEEP program for school year 2010-2011 (before and after school care, if needed) along with full time care during the Summer of 2011;
- II. Provide Head Start children with wrap around services (before and after school care, if needed) along with full time care during the Summer of 2011;



Information and Referral Program

- \$150,000 (February, 2010 - June 30, 2010)

This initiative expanded EEC's capacity to provide information and referral services by establishing a statewide call center that directly received and responded to the needs of families, early education and out of school time care providers and/or other interested parties seeking information about high quality programs and services offered by EEC across the state. Awarded to Massachusetts 2-1-1, Inc.



Improvement of Physical Environments

- \$500,000

EEC implemented this initiative in a statewide two part model, which began with the selected vendor, Children's Investment Fund (CIF), training infant and toddler providers and programs on physical environment improvements/enhancements and then offering small grants to selected programs to implement an environment improvement project. Trained programs that meet eligibility criteria were then eligible to apply for grants to implement an environment improvement project. Awarded to CIF.



Coordinated Family and Community Engagement (CFCE) Grantee- Infrastructure Grants

- \$244,681

These funds were used by 111 CFCE grantees to develop and implement a community based strategic plan for meeting the needs of families with children birth to eight years old in their communities.



Kindergarten Entry Enrichment Program

- \$271,646

This initiative supports an intensive kindergarten preparation program during the summers of 2010 and 2011 and represents an effort to address the achievement gap-- the difference in academic performance and social skills-- of children entering kindergarten. This summer program supports preschool children entering kindergarten who have not previously had access to high quality early education and care and/or at risk of educational loss. Funds were made available to public schools and EEC income eligible contracted providers who qualified by (1) providing full day services; (2) meeting quality standards; (3) demonstrating a public school/early education and care program partnership; (4) reducing class size; and (5) meeting specific educator qualifications.



Communications Campaign

- \$498,500

This initiative supports the creation and implementation of an external and internal communications strategy that advocates for and conveys the value of early education and care to stakeholders, consumers and the general public while positioning EEC as a national education leader. This communications effort will takes into account the multiple on-going community-level efforts across the state and will aims to serve as an overarching infrastructure with which local efforts can align and connect. Awarded to Wheelock, United Way and Frameworks Institute.



CSEFEL Professional Development

- \$300,000

This initiative supports the augmentation of the Massachusetts Center for Social Emotional Foundations of Early Learning (CSEFEL) initiative by seeking to fund new CSEFEL training opportunities to train up to 2000 child care staff in the social emotional pyramid model across the Commonwealth. EEC is providing high quality 15 hour intensive training sessions to licensed child care programs, their staff, licensed FCC providers and systems and other professionals in the early education and care field who work directly with children. Awarded to Connected Beginnings Training Institute (CBTI).



Early Childhood Information System

- \$710,170

This initiative supports the development of an Early Childhood Information System that will streamline statewide early education and care business processes, improve child data, and manage over \$500 million in annual financial assistance through a series of data system development initiatives undertaken with the Department of Elementary and Secondary Education (ESE), including assignment of unique student identifiers. The funds support:

- An “early childhood information system” (ECIS) that incorporates the assignment of unique child IDs, educator/staff IDs, and program IDs, linked with timely, accessible, useful data to improve the effectiveness of both teaching and learning and increase access to secondary data from multiple sources;
- Data analysis and research capability and to continue the agency’s partnership/membership in the UMass (Lowell) Open Indicators data presentation tool development and use; and
- An “early warning indicator system” as called for in the Governor’s Readiness Cabinet data report, apply it to children younger than five, and recommend state and local intervention and coordinated case management. Awarded to Public Consulting Group (PCG).



English Language Learners

- \$150,000

This initiative supports the delivery of comprehensive career development and training services (e.g. educational assessment, guidance, career planning, college courses, coaching and mentoring) geared to the needs of Spanish-speaking early education and care professionals with limited English proficiency. The intent of this statewide initiative is to provide at least 500 educators with educational assessment, guidance, career planning, college courses, as well as coaching and mentoring to help define appropriate pathways to competency development as evidenced by CDA certification, certificate achievement, and/or the beginning pathway to degree attainment. Additionally, EEC intends to support a vendor to work directly with the Readiness Center Network established by the MA Executive Office of Education

(EOE) to further develop a statewide system to support increased access to higher education for early educators with limited English proficiency and improved outcomes for the children, birth to age 8, they work with. Awarded to Child Care Circuit of Lawrence and Wheelock College.



Fiscal and Programmatic Monitors to Review ARRA initiatives

- \$193,256

EEC hired three full-time employees to monitor the fiscal and programmatic components of ARRA initiatives and has purchased audit software to assist the Audit Resolution Unit with these tasks. The monitors' duties will include monitoring visits to sub-recipients and vendors who received ARRA funding from EEC for compliance with ARRA and fiscal requirements.



Quality Rating and Improvement System (QRIS)

- \$3,400,000

This initiative supports the implementation of the Quality Rating and Improvement System by hiring vendors to administer and issue quality improvement grants to eligible child care programs that will allow programs to progress to the next QRIS level and to provide targeted quality coaching and translation services to support grantees. Awarded to Wheelock College and its partners, Community Advocates for Young Learners (CAYL) and United Way.



Birth to Eight Study

- \$124,793

This initiative requires a vendor to plan, organize and implement in conjunction with EEC and ESE three in-depth meetings in the 2010-2011 school year that will support principals of Level 4 Elementary schools and community-based early education and care leaders in learning together about child growth and development, literacy, and dual language learners focusing on children from birth to age 8. Awarded to Community Advocates for Young Learners (CAYL).



Waitlist COTS solution

- \$492,512

This initiative is to improve data collection and manage subsidized care administration by hiring a vendor who will provide, implement and customize a customized off-the-shelf (COTS) waitlist product for EEC's centralized waitlist. Awarded to Controltec, Inc.



Professional Development Study

- \$164,993

ARRA funds were awarded to a consultant to design and conduct a research study of the new professional development system, including providing research-based recommendations to further the development and effectiveness of the system and to develop a series of on-line courses for use by EEC, focusing on the preschool standards and core competencies. Awarded to Anne Douglass of UMASS/Boston.



CCR&R - Provide Transition Services and Implement Efficiencies

- \$630,433

Child Care Resource and Referral agencies (CCR&Rs) that contract with EEC to provide voucher management services were again invited to submit proposals to receive a portion of the ARRA funds to provide and implement specific transition services, implement efficiencies in the voucher management system, and support enrolling preschoolers in the Preschool Child Care Education initiative. Eight CCR&Rs submitted proposals and were awarded ARRA funds for the above purposes. Additionally, funds were used to hire a consultant to conduct an analysis of the CCR&Rs business model and voucher management system.



Continuity of Care for Children who were enrolled in the Kindergarten Entry Enrichment Program and for those Children currently enrolled in Head Start

- \$639,574

This initiative provided continuity of care for children who participated in the Summer 2010 KEEP program by offering financially eligible children who entered kindergarten in September, 2010 with before and/or after school care. Participating children were also eligible for childcare during the Summer of 2011. Children who were enrolled in Head Start, were financially eligible and were to enter kindergarten in September, 2011 participated in Head Start wrap-around care during the school year.



IT Software Development and Business Analysis and Audit

- \$122,843

EEC has hired a consultant to conduct a business analysis and audit of information systems and security and may hire an IT software development consultant to continue to develop short term and long term enhancements to increase streamlining of the voucher management system.



Readiness Centers Support

- \$596,963

This initiative supports professional development grantees to work in partnership with Readiness Centers to support early education and care initiatives throughout the Commonwealth, including the alignment of EEC programs with Race to the Top, the promotion of core competencies, and support of infant and toddler initiatives. In addition, EEC hired Wheelock College to support the Readiness Centers with professional development for the early education and care field.

Appendix D: EEC Budget: FY2012 Appropriation (Including PAC)

| Line Item | Descriptor | FY2012 |
|-----------|--------------------------------|-----------------------|
| 3000-1000 | Administration | \$ 11,683,491 |
| 3000-2000 | Access Management | \$ 5,933,862 |
| 3000-3050 | Supportive | \$ 77,448,576 |
| 3000-4050 | TANF Related Child Care | \$ 132,458,313 |
| 3000-4060 | Low Income Eligible Child Care | \$ 232,897,940 |
| 3000-5000 | Grants to Head Start | \$ 7,500,000 |
| 3000-5075 | UPK | \$ 7,500,000 |
| 3000-6000 | Quality Supports | \$ - |
| 3000-6075 | Mental Health | \$ 750,000 |
| 3000-7050 | Family Supports and Engagement | \$ 18,186,633 |
| 3000-7070 | Reach Out and Read | \$ 800,000 |
| | | \$ 495,158,815 |

Appendix E: ARRA Funding and Expenditures

| Program | Budgeted | As of Dec 2011 | Amount Unspent |
|---|----------------------|-----------------------|-----------------------|
| ARRA Admin Chargeback (E56 Object Class .4%) | \$ 95,868 | \$ 95,868 | \$ - |
| ARRA Monitors | \$ 298,428 | \$ 193,256 | \$ 105,172 |
| Birth to 8 Leadership Institute | \$ 125,000 | \$ 124,793 | \$ 207 |
| CCR&R - to assist with provider reassessment transition | \$ 934,351 | \$ 934,351 | \$ (0) |
| CCRR Streamlining | \$ 561,187 | \$ 555,433 | \$ 5,754 |
| CCRR Business Model | \$ 75,000 | \$ 75,000 | \$ 0 |
| CFCE Infrastructure Grants (111) | \$ 246,436 | \$ 244,681 | \$ 1,755 |
| Communications Infrastructure Strategy and Campaign | \$ 498,500 | \$ 498,500 | \$ - |
| Contracted Providers - Voucher Reassessment | \$ 881,809 | \$ 882,827 | \$ (1,018) |
| CSEFEL Professional Development Opportunity | \$ 300,000 | \$ 300,000 | \$ - |
| Early Childhood Info Systems (ECIS) | \$ 710,170 | \$ 710,170 | \$ - |
| Early Literacy Program | \$ 225,000 | \$ 183,833 | \$ 41,167 |
| Head Start Wraparound Care | \$ 667,515 | \$ 523,327 | \$ 144,188 |
| Improvement of Physical Environments | \$ 500,000 | \$ 500,000 | \$ - |
| Infant/Toddlers Early Childhood program standards | \$ 50,000 | \$ 50,000 | \$ - |
| Infant/Toddler Rate Increase | \$ - | \$ - | \$ - |
| Information and Referral Program | \$ 150,000 | \$ 150,000 | \$ - |
| IT - 2 consultants to reconfigure existing IT structure | \$ 149,015 | \$ 110,275 | \$ 38,740 |
| IT - Software Development Consultant: EEC IS Security | \$ 112,510 | \$ 122,843 | \$ (10,333) |
| Kindergarten Entry Enrichment Program - KEEP | \$ 274,937 | \$ 271,646 | \$ 3,291 |
| LEPPD Spanish (Speaking Providers) Formerly named | \$ 150,000 | \$ 150,000 | \$ - |
| Out of School Time Learning | \$ 499,000 | \$ 499,000 | \$ - |
| PD Research Project | \$ 165,000 | \$ 164,993 | \$ 7 |
| PSCCE - Pre School Child Care Education (Originally 18 | \$ 5,876,911 | \$ 5,572,736 | \$ 304,175 |
| QRIS-Consultant-Award Grants | \$ 3,400,000 | \$ 3,400,000 | \$ - |
| QRIS - ERSI | \$ 145,416 | \$ 139,314 | \$ 6,102 |
| Readiness Centers (wheelock College) | \$ 196,963 | \$ 196,963 | \$ - |
| Readiness Centers | \$ 400,000 | \$ 400,000 | \$ - |
| REKEEP: KEEP Before & After School Care | \$ 197,969 | \$ 116,247 | \$ 81,722 |
| Summer Vouchers 2009 | \$ 636,714 | \$ 636,714 | \$ (0) |
| Summer Only Voucher 2010 | \$ 650,000 | \$ 682,692 | \$ (32,692) |
| Waitlist Study | \$ 490,096 | \$ 492,512 | \$ (2,416) |
| CCDF Caseload for IE | \$ 4,000,000 | \$ 4,665,294 | \$ (665,294) |
| Indirect Charges | \$ 303,147 | \$ 323,674 | \$ (20,527) |
| | \$ 23,966,942 | \$ 23,966,942 | \$ (0) |

Appendix F: Licensing Activity July 2012 – December 2012

Commissioner's Monthly Report for Field Operations

| | July FY 2012 | August FY 2012 | September FY 2012 | October FY 2012 | November FY 2012 | December FY 2012 |
|--|-----------------|-------------------|----------------------|--------------------|---------------------|---------------------|
| Total Number of Programs | 11,793 | 11,783 | 11,715 | 11,622 | 11,330 | 11,274 |
| Central MA | 2,193 | 2,182 | 2,158 | 2,144 | 2,094 | 2,087 |
| Metro Boston | 2,563 | 2,556 | 2,547 | 2,534 | 2,466 | 2,451 |
| Northeast MA | 3,040 | 3,058 | 3,045 | 3,057 | 2,957 | 2,947 |
| Southeast and Cape MA | 2,029 | 2,015 | 2,000 | 1,971 | 1,937 | 1,911 |
| Western MA | 1,968 | 2,556 | 1,965 | 1,916 | 1,876 | 1,878 |
| Total Licensed Capacity | 236,841 | 237,580 | 237,599 | 237,561 | 237,342 | 237,067 |
| Family Child Care | 57,524 | 57,661 | 57,470 | 57,197 | 57,139 | 56,993 |
| Group Child Care | 129,445 | 130,659 | 130,602 | 130,925 | 131,349 | 131,948 |
| School Age Child Care | 42,491 | 41,862 | 42,136 | 42,073 | 41,501 | 40,776 |
| Residential and Placement Child Care | 7,381 | 7,398 | 7,391 | 7,366 | 7,353 | 7,350 |
| Total Licenses Issued | 334 | 450 | 407 | 407 | 404 | 369 |
| New | 49 | 89 | 73 | 66 | 58 | 47 |
| Renewal | 256 | 317 | 292 | 312 | 303 | 299 |
| Reopen | 4 | 13 | 292 | 312 | 11 | 7 |
| Moves | 25 | 31 | 29 | 19 | 32 | 16 |
| Close Programs | 125 | 108 | 148 | 183 | 121 | 114 |
| New Applications Received | 109 | 112 | 86 | 85 | 70 | 62 |
| Complaints | | | | | | |
| Total number of open complaints on the 1st day of the month | 348 | 395 | 413 | 444 | 377 | 389 |
| Number of new complaints received during the month | 223 | 258 | 243 | 182 | 237 | 196 |
| Number of open complaints on the 1st day of the month with interim report done | 38 | 40 | 28 | 33 | 52 | 36 |
| Number of closed complaints during the month | 174 | 241 | 210 | 242 | 218 | 217 |
| Total Number of Visits | 403 | 469 | 411 | 418 | 410 | 387 |
| Central MA | 87 | 91 | 89 | 75 | 62 | 68 |
| Metro Boston | 89 | 107 | 81 | 85 | 92 | 101 |
| Northeast MA | 144 | 144 | 138 | 151 | 158 | 131 |
| Southeast and Cape MA | 33 | 45 | 44 | 54 | 50 | 45 |
| Western MA | 50 | 82 | 59 | 53 | 48 | 42 |

Licensing Enforcement Actions 2011

| New Licensing Enforcement Actions | # in 09 | # in '10 | 1/11-3/11 | 4/11 – 6/11 | 7/11 | 8/11 | 9/11 | 10/11 | 11/11 | 12/11 |
|--|----------------|-----------------|------------------|--------------------|-------------|-------------|-------------|--------------|--------------|--------------|
| Sanctions | 7 | 6 | 1 | 4 | 2 | 1 | 0 | 0 | 1 | 1 |
| Acknowledgment of Vol. Surrender | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Revocation (license and TQ) | 10 | 5 | 1 | 4 | 0 | 1 | 1 | 0 | 1 | 1 |
| Cease and Desist | 9 | 8 | 3 | 1 | 2 | 0 | 2 | 2 | 0 | 2 |
| C&D w/ Civ. Injunc. | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| C&D w/ Crim. Pen. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Refusal to Renew/Issue | 4 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 |
| Emergency Suspension | 6 | 3 | 2 | 0 | 0 | 1 | 1 | 1 | 1 | 1 |
| Legal Agreement | 1 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Legal Consult | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Appeal of CORI/DCF denial | 3 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Enforcement Mtg. | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Fine | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Correction Order | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| TOTAL: | 46 | 32 | 11 | 14 | 7 | 4 | 4 | 4 | 5 | 7 |

Appendix G: Mental Health Consultation Services Grant Information

Mid-year Data (July to December) Comparison: FY2011 Mental Health Consultation Grant and the Statewide FY2012 Mental Health Consultation Grant

| A. Contextual Information | | | |
|---------------------------|-------------|--------------------|-------------------------------|
| Fiscal Year | Grant Funds | Number of Grantees | Coverage Area |
| 2011 | \$1,250,000 | 6 | Statewide (regional grantees) |
| 2012 | 1,250,001 | 7 ¹⁵ | Statewide (regional grantees) |

| B. Children Referred, Receiving Services, and Waiting for Services | | | | | |
|--|------------------------------------|---------------------------------|--|---|---------------------------------|
| Fiscal Year | New Children Referred for Services | New Children Receiving Services | New Children Referred but Not Receiving Services | Number of Children Continuing to Receive Services | Total Number of Children Served |
| 2011 | 439 | 338 | 101 ¹⁶ | 514 | 852 |
| 2012 | 448 | 371 | 109 ¹⁷ | 854 | 1,225 |

| C. Classrooms Served, Children Impacted, and Number of Consultation Hours Received | | | |
|--|---|--|---------------------------------------|
| Fiscal Year | Number of Classrooms/Homes Receiving Consultation | Estimated Number of Children in Classrooms/Homes | Number of Consultation Hours Received |
| 2011 | 843 | 10,662 | 3,444 |
| 2012 | 664 | 8,496 | 4,669 |

| D. Children Who Received On-site Consultation: Emotional/Behavioral Issues Identified |
|--|
| From mid-year FY11 to mid-year FY12 the top five emotional/behavioral issues identified in children receiving on-site consultation remained unchanged. |
| Aggression (biting, hitting, etc.--peers and adults) |
| Oppositional (defiant, disobedient) |
| Over activity/Impulsivity (restless, uncontrolled) |

¹⁵ In FY12 Two grantees conducted services in Region 1 during the first two quarters of FY 12.

¹⁶ Children referred but not receiving services are children whose services are in process and will be served within two weeks (delay in service may be due to appointment scheduling, paperwork completion, etc.). FY11 grantees are also asked to report children on their agency's waiting list for grant services. Data collected in November and December, 2010 showed 6 children waiting more than two weeks to receive services.

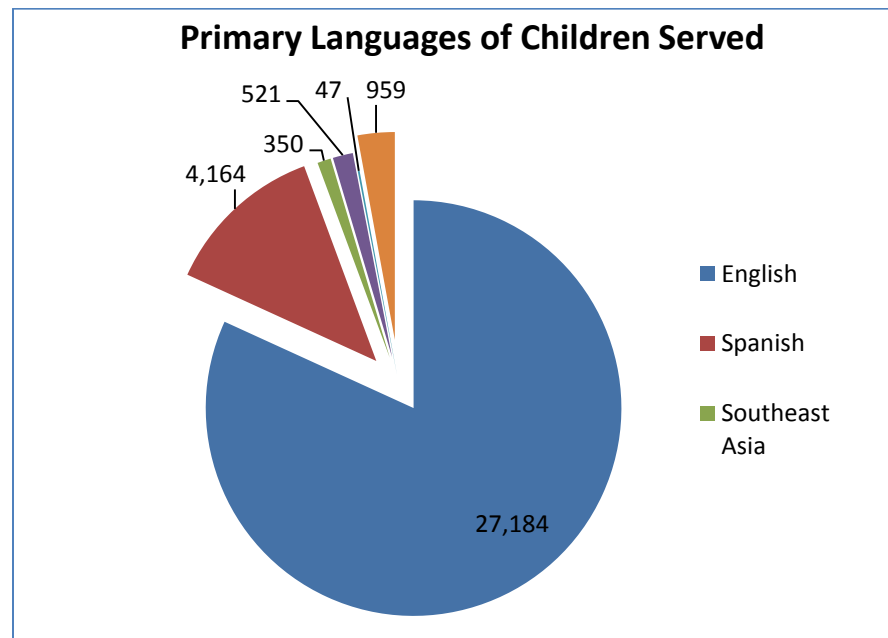
¹⁷ ^[2] Children referred but not receiving services are children whose services are in process and will be served within two weeks (delay in service may be due to appointment scheduling, paperwork completion, etc.). FY12 grantees are also asked to report children on their agency's waiting list for grant services. Data collected in November and December, 2011 showed 25 children waiting more than two weeks to receive services.

| |
|--|
| Attention (inability to focus, follow directions) |
| Anxiety (nervous, fearful, extreme shyness) |

Appendix H: Languages Spoken of Children Receiving EEC Financial Assistance

EEC serves thousands of children whose primary language is not English. As of November, 2010, 125 different languages were represented in our financial assistance caseload:

| Language | Number of Children |
|------------------------|--------------------|
| American Sign Language | 1 |
| Amharic | 4 |
| Arabic | 37 |
| Armenian | 10 |
| Croatian | 16 |
| French | 146 |
| Italian | 1 |
| Polish | 3 |
| Russian | 20 |
| Serbian-Cyrillic | 1 |
| Slovenian | 4 |
| Haitian Creole | 47 |
| Portuguese | 521 |
| Spanish | 4,164 |
| Cantonese | 14 |
| Chinese | 317 |
| Laotian | 4 |
| Japanese | 2 |
| Vietnamese | 13 |
| English | 27,184 |
| Other non-specified | 716 |
| Total | 33,225 |



Appendix I: ECE Scholarship Program Demographics

ECE Scholarship Program Demographics¹⁸

In total, 1,724 applicants applied for the 2011-2012 Early Childhood Educators Scholarship program. EEC received 1,038 approved applications from the MA Office of Student Financial Assistance (OSFA); EEC approved 97% (1,004) of applications received. Applicants were mostly found ineligible for the scholarship because their employment information did not meet the qualifications for the scholarship. The ECE Scholarship requires applicants to be working as an educator or provider and an EEC licensed or license-exempt program for at least one year in order to qualify for the scholarship.

| Fiscal Year | Appropriation | ECE Scholarship Applicants | MA IHEs |
|--------------------|----------------------|---|---|
| 2012 | \$3.2M | 1,004 applicants approved by EEC | 59% Attending Public Institution 41% Attending Private Institution |
| 2011 | \$3.2M | 860 applicants approved by EEC | 59% Attending Public Institution 41% Attending Private Institution |
| 2010 | \$3.2M | 857 applicants approved by EEC | 58% Attending Public Institution 42% Attending Private Institution |
| 2009 | \$4M | 1018 applicants approved by EEC 907 scholarship recipients | 57% Attending Public Institution 43% Attending Private Institution |
| 2008 | \$4M | 980 applicants approved by EEC 814 scholarship recipients | 54% Attending Public Institution 46% Attending Private Institution |
| 2007 | \$3M | 743 applicants approved by EEC 671 scholarship recipients | 55% Attending Public Institution 45% Attending Private Institution |
| 2006 | \$1M | 614 applicants approved by EEC 372 scholarship recipients | 59% Attending Public Institution 41% Attending Private Institution |

¹⁸ The data on the number of ECE Scholarship recipients per fiscal year is provided by the Office of Student Financial Assistance. Percentage of individuals attending a public or private institution of higher education in Massachusetts is based on the number of applicants approved by EEC.

Appendix J: Professional Development Opportunities

Professional Development Calendar

The following data from the Professional Development Calendar is for courses listed in 2011. Course evaluations are collected at each training opportunity, which may result in duplication in counts of educators.

There were 847 Courses listed on the Professional Development calendar in 2011

482 of those were funded in part or in total by EEC

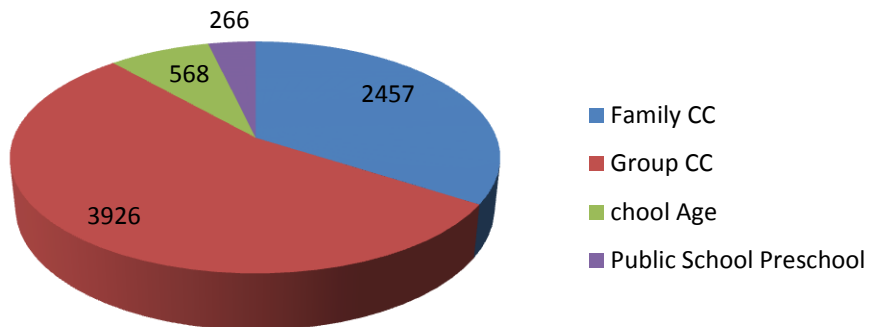
351 Courses were evaluated

7730 Educators attended the evaluated professional development offerings¹⁹

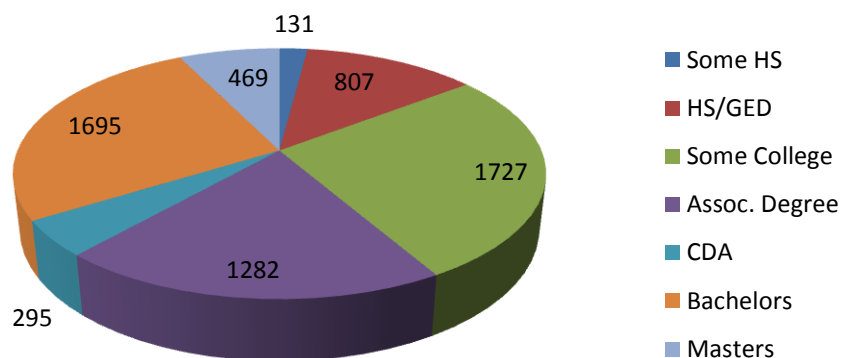


¹⁹Agencies listing courses on the calendar enter results of EEC evaluation form into calendar database after course is completed. Data on Educators is collected from evaluation result data. Some agencies have not listed results and some courses do not require evaluations (such as first aid and CPR). Due to discrepancy between courses listed (847) and courses evaluated (351), actual numbers of educators served in all categories is higher than numbers listed through evaluation result data.

Educators by Program Type from 351 evaluated courses



Education Level of Educators from 351 evaluated courses



Appendix K: FY2012 Educator and Provider Support Grant

Educator and Provider Support (EPS) Monthly Data Report: Aggregate Data

Educator Level Data

| Number of Educators Who Completed an Individualized Professional Development Plan (IPDP) | Number of Educators | | | |
|--|---------------------|-------------|----------------|---------------------|
| | July 2011 | August 2011 | September 2011 | First Quarter Total |
| | 40 | 117 | 301 | 458 |

| Professional Development Goal: Number of educators by Professional Development Goal identified in IPDP | July 2011 | August 2011 | September 2011 | First Quarter Total |
|---|-----------|-------------|----------------|---------------------|
| Degree Attainment | 13 | 65 | 129 | 207 |
| Associates Degree | 12 | 27 | 67 | 106 |
| Bachelor's Degree | 1 | 33 | 39 | 73 |
| Master's Degree | 0 | 5 | 23 | 28 |
| Credential/Certificate | 21 | 12 | 73 | 106 |
| Child Development Associate (CDA) | 17 | 10 | 70 | 97 |
| Infant/Toddler Certificate | 1 | 0 | 3 | 4 |
| School Age Certificate | 1 | 0 | 0 | 1 |
| Administrator Certificate | 0 | 0 | 0 | 0 |
| Other Certificate | 2 | 2 | 0 | 4 |
| EEC Certification | 8 | 14 | 28 | 50 |
| Teacher Certification | 1 | 3 | 9 | 13 |
| Lead Teacher Certification | 6 | 9 | 12 | 27 |
| Director I Certification | 1 | 2 | 4 | 7 |
| Director II Certification | 0 | 0 | 3 | 3 |
| Specific Core Competency Area | 8 | 21 | 69 | 98 |
| Other Goal | 0 | 5 | 1 | 6 |

| Professional Development Opportunity | Number of Opportunities | Number of Educators | Percent of Educators |
|--------------------------------------|-------------------------|---------------------|----------------------|
| College Course | 55 | 563 | 57% |
| <i>Individual Course</i> | 30 | 187 | 19% |
| <i>Cohort Course</i> | 25 | 376 | 38% |

| | | | |
|---|-----|-----|------|
| CEU Course | 15 | 156 | 16% |
| Developmental/ College Prep/ ABE/ ESOL Course | 5 | N/A | N/A |
| Information Sessions | 15 | N/A | N/A |
| Other Opportunities | 32 | 273 | 28% |
| Total Opportunities | 122 | 992 | 100% |

| Coaching and Mentoring Supports: Number of educators by coaching and mentoring activity | July 2011 | August 2011 | September 2011 | First Quarter Total |
|---|------------------|--------------------|-----------------------|----------------------------|
| Individual One on One Coaching and Mentoring | 69 | 40 | 64 | 173 |
| Academic Advising | 49 | 131 | 180 | 360 |
| Career Counseling | 21 | 29 | 30 | 80 |
| CDA Advising | 17 | 62 | 25 | 104 |
| Group Coaching and Mentoring | 86 | 22 | 135 | 243 |
| Professional Development Plan Implementation and Monitoring | 41 | 26 | 123 | 190 |
| Accreditation Consultation | 12 | 8 | 175 | 195 |
| QRIS Consultation | 43 | 18 | 118 | 179 |
| Professional Qualifications Registry Supports | 2 | 10 | 37 | 49 |
| Other Support Services | 1 | 20 | 0 | 21 |

Note: Educators may be counted in more than one category in the above charts. For educators participating in a professional development opportunity that spans across months, such as a college course, grantees have been instructed to only include those educators in the month in which the opportunity began.

Provider/Program Level Data

| | Number of Providers/ Programs | | | |
|---|-------------------------------|-------------|----------------|---------------------|
| | July 2011 | August 2011 | September 2011 | First Quarter Total |
| Number of Providers/ Programs Who Completed a Professional Development Plan | 7 | 43 | 29 | 79 |

| Professional Development Goal: Number of educators by Professional Development | July 2011 | August 2011 | September 2011 | First Quarter Total |
|---|-----------|-------------|----------------|---------------------|
| Considering Accreditation | 1 | 0 | 0 | 1 |
| Accreditation Goal | 4 | 23 | 24 | 51 |
| NAEYC | 4 | 23 | 20 | 47 |
| NAFCC | 0 | 0 | 4 | 4 |
| COA | 0 | 0 | 0 | 0 |
| Considering QRIS | 0 | 0 | 0 | 0 |
| QRIS Goal | 3 | 5 | 5 | 13 |
| Other Goal | 0 | 1 | 2 | 3 |

| Professional Development Opportunity | Number of Providers/ Programs | Percent of Providers/ Programs |
|--------------------------------------|----------------------------------|-----------------------------------|
| Accreditation Activities | 23 | 9% |
| QRIS Activities | 121 | 48% |
| Other Opportunities | 110 | 43% |
| Total Opportunities | 254 | 100% |

| Coaching and Mentoring Supports: Number of providers/ programs by coaching and mentoring activity | July 2011 | August 2011 | September 2011 | First Quarter Total |
|---|-----------|-------------|----------------|---------------------|
| Individual One on One Coaching and Mentoring | 25 | 24 | 41 | 90 |
| Academic Advising | 37 | 58 | 105 | 200 |
| Career Counseling | 7 | 7 | 23 | 37 |
| CDA Advising | 21 | 45 | 17 | 83 |
| Group Coaching and Mentoring | 12 | 9 | 83 | 104 |
| Professional Development Plan Implementation and Monitoring | 17 | 3 | 5 | 25 |
| Accreditation Consultation | 11 | 7 | 46 | 64 |
| QRIS Consultation | 13 | 8 | 25 | 46 |
| Professional Qualifications Registry Supports | 0 | 6 | 10 | 16 |
| Other Support Services | 6 | 1 | 30 | 37 |

Note: Educators may be counted in more than one category in the above charts.

APPENDIX L: Summary of Board Votes and Discussion February 2011 – October 2012

| DATE | POLICY ISSUE | VOTE | SUMMARY OF DISCUSSION AND VOTE TAKEN | STRATEGIC DIRECTION |
|------------------|---|------|---|---------------------|
| February 8, 2011 | FY2011 Legislative Report – Vote | X | <p>EEC staff presented the Board with a summary of the 2011 Annual Legislative Report, which addresses the reporting requirements established by the Legislature in the Department’s enabling legislation. EEC confirmed that the Report is organized to align with the Strategic Directions of the Department, as defined by the Board.</p> <p>On a motion duly made and seconded, it was voted that that the Board approves the Annual Legislative Report for Fiscal Year 2011, as presented and included in the Board materials, and authorizes the Department to submit the Annual Legislative Report on its behalf. The motion passed unanimously.</p> | Infrastructure |
| | Subsidy Regulations – Discussion | | <p>Tabled this discussion for the March 2011 meeting of the Board.</p> | Infrastructure |
| | Early Childhood and Unified Information Technology (IT) System – Discussion | | <p>EOE IT staff presented the Board with an update regarding the EEC Information Technology System, including efforts to development a unified system for financial assistance.</p> <p>Chairperson Chesloff asked if the Department was able to quantify any cost savings achieved due to these technological enhancements. EEC noted that efficiencies in some areas, such as the BRC enhancements which converted a paper-based process into an electronic one, are readily measurable; but other enhancements would require additional time. Both Commissioner Killins and Ms. Clark noted that ECIS encompasses some of the most exciting efforts that the Department has ever undertaken with the goal of learning what causes positive outcomes in children. Ms. Clark noted that much of this technology was not feasible five years ago when the agency was created.</p> <p>Chairperson Chesloff thanked Ms. Clark for her service and wished her luck in her retirement.</p> | Quality |
| | License Plate Funds: Accreditation and Literacy – Discussion and Vote | X | <p>EEC provided the Board with an overview of the Child Care Quality Fund, stating that the legislature specifically allocated revenues associated with sales of the “Invest in Children” license plates to be appropriated to EEC, in order to support a Child Care Quality Fund that provides grants to non-profit organizations to improve the quality of child care. Historically, EEC has raised approximately \$300K a year from this fund. EEC did not award any grants with these funds in FY10 or FY11, which has resulted in a balance of approximately \$800K in the fund. Commissioner Killins mentioned that EEC is working closely with United Way to support the distribution of these funds and recommends using \$450K of the fund to support program quality improvement grants, as follows: 1) individual grants of up to \$2,500 each to programs to cover 50% of accreditation fees; 2) individual grants of up to \$5,000 each to programs to support the four areas identified in the 2011 Striving Readers Comprehensive Literacy plan; and 3) grants</p> | Quality |

| DATE | POLICY ISSUE | VOTE | SUMMARY OF DISCUSSION AND VOTE TAKEN | STRATEGIC DIRECTION |
|------|--------------|------|--|---------------------|
| | | | <p>to support up to 8 staff at center-based programs or family child care programs to support Child Development Associates (CDA) fees. Additionally, the Department is recommending that grantees must rate level 2 or higher on QRIS to be eligible to receive grants for accreditation fees and for intentional literacy efforts, and grantees must be participating in QRIS and rated at least level 1 to be eligible for CDA grants. The Commissioner concluded by noting that the General Laws provide the Commissioner with broad discretion for the distribution of these quality grant funds.</p> <p>Board member Joan Wasser Gish noted that she likes the ideas, but asked for clarification regarding the limitation regarding non-profits. Commissioner Killins confirmed that the limitation of funding to non-profits is included in the statutory language. Board Member Wasser Gish then asked if it would be consistent to require eligible programs to serve low-income children. Commissioner Killins responded by stating that EEC always supports prioritizing services to low-income children by providing extra points to providers through the procurement process.</p> <p>Board member Carol Craig O'Brien expressed her concern and worries about creating a mixed delivery system which leaves out other programs that are not non-profit child care organizations, especially if this grant is the only grant that programs can use as a resource to support accreditation fees. General Counsel Constantia Papanikolaou stated that the statute grants the Commissioner broad discretion to distribute these quality funds, but specifically limits pool of eligible recipients to non-profits. Commissioner Killins acknowledged Board member O'Brien's concerns and stated that the Department would explore modifying the legislative language.</p> <p>Secretary Paul Reville recommended that the Department develop a more focused use of the funds on a particular topic, in order to better market private support for these funds. Secretary Reville mentioned that there is a potential to capture public interest if the focus was more specific. He suggested that the Department not just think about distribution of the funds, but also how to promote the fund in order to increase revenues, which would ultimately grant EEC more options. Board member Joan Wasser Gish echoed Board member Craig O'Brien concerns relating to viewing the funding proposal in a broader context to see what resources are available for different programs and to map what resources are available and what is missing.</p> <p>Chairperson Chesloff asked about EEC's License Plate Fund and asked how the collection of funds has been trending and whether collecting \$300K per year is the average. He also asked if this is one time investment and why the Department is only proposing to use \$450K when there is a balance of \$793K in the fund. Commissioner Killins stated that approximately \$200K will be invested in support to CDA; \$200K will support accreditation, and approximately \$78K will be invested in resources to support literacy. She reported that the Department is intentionally holding back some of the funds, and will reevaluate funding as we move forward.</p> | |

| DATE | POLICY ISSUE | VOTE | SUMMARY OF DISCUSSION AND VOTE TAKEN | STRATEGIC DIRECTION |
|---------------|---|------|--|---------------------|
| | | | On a motion duly made and seconded, it was voted that that the Board allows the expenditure of \$450,000 of the Child Care Quality Funds for grants to support accreditation, professional development and early literacy activities as presented in the February 8, 2011 Board presentation. The motion passed unanimously. | |
| | Professional Development: Preschool Standards and Guidelines and Core Competencies – Discussion | | <p>EEC provided the Board with an overview of the components of a competency-based professional development system and talked about the importance of implementing a flexible model with multiple pathways for educators. Mr. Baimas then introduced a panel of presenters representing UMass, in order to provide an opportunity for the Board to see first-hand the Department's efforts to implement flexible training modules for professional development. The UMass panelists included: Anne Douglass, Assistant Professor of Early Education and Care; Angie Stone-McDonald, Assistant Professor in Early Education and Care; and Mary Lu Love, Lecturer/Director of Early Childhood Services for Community Inclusion.</p> <p>Chairperson Chesloff noted the importance of making sure that technology is used efficiently and supports the needs of early education and care educators. Secretary Reville stated that the UMass online courses developed for early education and care educators cover a large range of information. He asked about the role of the instructor and the level of opportunity for interaction. Ms. Douglass responded that participants have various options to use the online courses including: having a facilitator, using the modules on their own, or choosing to use the online with a peer. These options provide flexibility, self-reflection, and encourage the development of learning communities. Board Member Craig O'Brien noted that using ARRA funds to support this project was a good decision given the sustainability of these projects. Board Member Villegas-Reimers asked about the opportunity to translate these courses to other languages. Commissioner Killins stated that the courses have not been translated, but that the Department could consider a pilot to translate some of the modules. She indicated that a major obstacle is funding. Board Member Villegas-Reimers requested that the early literacy module be prioritized, if a pilot were pursued.</p> | Quality/Workforce |
| March 8, 2011 | Commissioner Killins' Performance Evaluation – Discussion and Vote | X | <p>Board Member Craig O'Brien explained that she, along with Chairperson Chesloff and other members of the Planning and Evaluation Committee, worked on the Commissioner's performance evaluation. She noted that the performance evaluation is based upon three components: Implementation of the Strategic Plan, Demonstration of Core Competencies, and Commissioner Killins' Overall Performance. Board Member Craig O'Brien noted that the Commissioner has demonstrated implementation of the strategic plan and the priorities that were outlined at the July Board retreat. Through the evaluation process board members applauded the Commissioner on the implementation of the Quality Rating and Improvement System (QRIS), noting her exemplary and significant accomplishments and exceptional performance in this area.</p> <p>Board Member Craig O'Brien highlighted other areas of the strategic plan that were considered in the Commissioner's performance evaluation, including family support, workforce, infrastructure, and</p> | Infrastructure |

| DATE | POLICY ISSUE | VOTE | SUMMARY OF DISCUSSION AND VOTE TAKEN | STRATEGIC DIRECTION |
|------|----------------------------------|------|--|---------------------|
| | | | <p>communications, stating that the Commissioner has been highly effective in this regard. Overall, the Board recognized the Commissioner as a strong communicator with exceptional oral communication skills. Board Member Craig O'Brien reported on behalf of the committee that Commissioner Killins' overall performance rating is highly effective and she serves the Commonwealth's families and children, programs, and the Board very well.</p> <p>Chairperson Chesloff expressed that Commissioner Killins has the full support of the Board. He also mentioned that the Commissioner's work around the strategic plan has been exemplary. Chairperson Chesloff noted that Commissioner Killins' overall performance evaluation was very good and that in the private sector, a recommendation for salary increase would be in order. He and the Committee discussed the notion of equity and parity, noting that Commissioner Killins' salary is not comparable to that of the other commissioners within the Education Secretariat. The Board has expressed its support in the form of a recommendation for salary adjustment for Commissioner Killins, subject to appropriation and the availability of sufficient funding.</p> <p>On a motion duly made and seconded, it was voted that the Board of Early Education and Care approve the Commissioner's Annual Performance Evaluation, including the Commissioner's performance rating of Highly Effective, as recommended by the Board's Planning and Evaluation Committee through its March 7, 2011 memorandum. The motion passed unanimously</p> | |
| | Subsidy Regulations – Discussion | | <p>EEC General Counsel, Dena Papanikolaou, provided the Board with an overview of the proposed amendments to the Department's subsidy regulations. She noted EEC's subsidy regulations serve as the foundation for all of EEC's financial assistance programs, including the income eligible, priority populations, and DTA programs, which account for over 91% of the EEC budget. Ms. Papanikolaou reviewed the reasons the Department is seeking to revise the subsidy regulations at this time, which include maximizing limited resources, responding to user feedback to achieve efficiencies and better outcomes, and aligning with the national trend to improve program integrity efforts in public benefit programs. Ms. Papanikolaou noted that over the past year the Department has solicited and received useful feedback regarding EEC's subsidy programs from its partners in the field, including contracted providers and Child Care Resource and Referral (CCR&R) staff, who implement EEC's subsidy regulations and policies on a daily basis. She acknowledged that the Department has tried to address identified issues through policy changes; however, some issues require regulation changes. She confirmed that today's presentation to the Board would focus on the most controversial and challenging issues that the agency has been seeking to address within subsidy regulation reform, and which are the most likely to elicit public comment from providers, parents, CCR&Rs, and/or legal advocates.</p> <p>At this point, Ms. Papanikolaou highlighted the proposed regulatory changes for the Board, including:</p> <ul style="list-style-type: none"> Family Size and Household Composition - this proposed regulation change is an | Infrastructure |

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| | | | <p>example of the Department’s efforts to address ambiguities or gaps in regulations, which have been identified through the appeals process by clarifying that the CCR&Rs and contracted providers have the authority to verify household membership.</p> <ul style="list-style-type: none"> • Data Sharing/Interfaces Authorization – this proposed regulation change will authorize EEC to request and/or provide information to/from other government agencies, contracted providers, other states or financial institutions for purposes of verifying eligibility. Such efforts will help the Department align with federal and state program integrity efforts and allow the Department to perform “front end” detection for fraud, waste, and abuse. In addition, Ms. Papanikolaou noted that this regulation would also make it easier for families by reducing the paperwork currently necessary to verify program eligibility. • Identity, Residency and Citizenship Status – this proposal seeks to formally codify the citizenship and immigration status policy issued in April, 2010 to ensure compliance with federal law. Ms. Papanikolaou noted that ACF, EEC’s federal oversight agency identified EEC’s failure to conduct citizenship or immigration verifications during the last Improper Authorizations for Payment (IAP) audit in 2008-2009 and provided the Department with a one-time exemption to this requirement, based on ambiguities noted in federal law. However, ACF was clear that the Department must have addressed this issue prior to the next IAP audit, scheduled to be conducted in 2011-2012. <p>Board Member Wasser Gish stated that, while she appreciates that this a federal requirement, the proposed regulation only serves to reinforce the divide between child care as a work support designed for families versus the Department’s mission to educate all children. She opined that the Board should advocate for the transition from a child care financial assistance program based on parents’ work and/or education status to a system that emphasizes the importance of continuity based on children’s educational needs. Ms. Papanikolaou explained that if the Department wishes to exempt families from this federal law, it risks an audit finding that would result in the loss of federal funding. However, she stated that the Department could seek to waive this requirement, but doing so would require the allocation of additional state funding to fund those families who cannot comply with the federal mandate. There was some discussion regarding this option, but it was noted that such an option did not appear to be feasible at this time, as the Commonwealth’s waitlist shows that at any given time approximately 17,000 to 20,000 children are waiting for child care financial assistance.</p> <p>Board Member Childs acknowledged that this issue was discussed at the Policy and Fiscal Committee and reiterated the differentiation between policies and funding, and stated the Committee recognizes the</p> | |

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| | | | <p>federal constraints of the CCDF program but was struggling with balancing the federal law against the Department’s mission. Board Member Anderson Chase asked if EEC was advocating for change at the federal level. Ms. Papanikolaou confirmed that Commissioner Killins has addressed this issue on the federal level and that she will continue to advocate for change. Board Member Anderson Chase suggested that the Department seek non-traditional advocacy support from entities that focus on bringing policy change, as it relates to access for benefits and services for immigrant children.</p> <p>Ms. Papanikolaou continued to summarize the following proposed regulatory changes:</p> <ul style="list-style-type: none"> • Child Support Enforcement – this proposal seeks to implement a requirement mandating “cooperation” with the MA Child Support Enforcement Agency (CSE) or proof of court-ordered child support, as a condition for child care assistance for single parent families seeking subsidized child care. Ms. Papanikolaou stated that this change will assist EEC in addressing program integrity concerns related to the accuracy of household size reported by families during the assessment process. Ms. Papanikolaou noted that initial feedback from stakeholders generally noted an understanding of the need to change, although they were not pleased with the idea. She confirmed that the proposal will contain an exemption for health and safety, such as domestic violence, that will mirror the existing DTA child support requirements. <p>Board Member Childs acknowledged that the Policy and Fiscal Committee discussed this issue and confirmed that the Committee felt this change was important, despite its challenges.</p> <ul style="list-style-type: none"> • Strengthen Child Attendance Requirement – Ms. Papanikolaou noted that the Department spends \$37-38 million per year on child absences. In preparing its recommendations, EEC reviewed research which shows that chronic absenteeism in the early years, such as kindergarten, predicted continuing absences in later grades. In addition, EEC looked at other states to identify best practice. She noted that this was not just good fiscal policy, but it is also good educational policy for children and families. <p>Board Member Huang and Chairperson Chesloff expressed concerns related to children with chronic or serious illnesses. Ms. Papanikolaou noted that the proposed change would help address some concerns with children around chronic illnesses by allowing the absences to occur over a greater period of time. In addition, the Department has other policies that allow for a break in service, which eliminate excessive expenditures for absences but allow for continuity of care for chronically or seriously ill children by allowing such children priority access to come back into the system if a break in care is necessary. Board Member Wasser Gish asked if the proposed absence changes will result in any cost savings. Ms. Papanikolaou responded that it intends to improve classroom attendance and better direct the expenditure of funds to actual cost of care, as opposed to payment for absent days. Board Member Childs</p> | |

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| | | | <p>noted this is not only a good fiscal effort, but a quality improvement effort for children, to stop a pattern of low absenteeism among children and programs.</p> <ul style="list-style-type: none"> Self-Employment – Ms. Papanikolaou noted that self-employed parents frequently result in increased terminations, reductions and recoupment due to false, misleading or inaccurate documentation submitted. To improve program integrity and efficiency, EEC proposes to limit the types of work-related activities that satisfy the service need requirement. <p>Board Member Childs noted that this proposal began at the Policy and Fiscal Committee level, but acknowledged that the Committee did not have the opportunity to fully discuss it. The Committee will discuss this and all remaining issues at its April meeting.</p> <ul style="list-style-type: none"> Children and Parents with Special Needs –Ms. Papanikolaou noted that EEC’s current “special need of parent” regulation and policy is not aligned with federal law. She stated that over the years the term “special needs” has taken on a misleading connotation and there has been some misuse of the term. She also cited to data, which showed that an inordinate amount of special needs families are assessed by contracted providers. To address these issues, Ms. Papanikolaou stated the Department is seeking to limit the duration of financial assistance to special needs parents, consistent with other self-sufficiency child care programs administered by the Department, such as the TANF/ DTA program and the DCF supportive program. This solution would be to give short term child care to some families with protective needs, allowing families to address the underlying issues related to their protective need. The Department suggests that the Coordinated Family Community Engagement grantees would help these families connect to services that they need to address the underlying issues during the shorter-term vouchers. The Department is also seeking to require parents of children with special needs to participate in an approved activity of work, education or training. Ms. Papanikolaou noted that CCR&Rs were very receptive to both proposed changes. However, some providers were hesitant with regard to the proposed changes to the “parent with special needs” service need, as they wanted greater flexibility to serve at risk families who are not working. <p>Commissioner Killins addressed stakeholders’ concerns that by adding a work requirement for the parents of special needs children, programs are not recognizing or addressing the impairment of the child. She explained that this requirement goes back to the source of funding, but that the Department will continue to allow these families to enter the system at a higher income threshold and will provide full time care. She mentioned that EEC has lots of children who are deemed educationally at risk and it will try to be responsive in serving all of those children. Ms. Papanikolaou encouraged Board members to attend the next Policy and Fiscal Committee meeting and stated that the Board will be asked to put the revised subsidy regulations out for public comment at the next Board meeting in April.</p> | |

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| | Market Rate Survey – Discussion | | Kenley Branscome presented the Board with an overview of the Market Rate Study (MRS) project, which he has teamed with the Public Consulting Group to conduct on behalf of the Department. Board Member Chase Anderson asked if any lawsuits have been filed in other states regarding the low percentile rates or has there been an increase in lawsuits regarding low reimbursement rates. Commissioner Killins replied that she is not aware of any lawsuits but is aware of the requirement of demonstrating that low income families do not have access to a certain percentage of the market. Board Member Huang questioned why child care was so expensive in Massachusetts. Mr. Branscome stated that there could be a wide range of factors that drive up the cost of childcare. His research team will be more than willing to do an in-depth analysis and provide a summary for the Board, if need be. One contributing factor is that labor costs are high, in addition to regulatory factors. Board Member Wasser Gish asked to look at prices by zip code and to look at median household income of families with children to determine what percentage of childcare is being paid. Mr. Branscome replied that he has already done work on income levels and percentages of childcare while performing the zip code analysis. | Quality / Workforce |
| | Institutions of Higher Education Mapping Project: Phase II Preliminary Results – Panel Discussion | | EEC introduced the panel to provide the Board with an overview and update on the Institutions of Higher Education Mapping Project: Katie DeVita, EEC Educator and Provider Support Specialist; Erin Oldham LaChance, Oldham Innovative Research; Dr. Greg Nelson, Bridgewater State University; Dr. Ravitha Amarasingham, Bristol Community College; and Dr. Francesca Purcell, Massachusetts Department of Higher Education (DHE). Board Member Villegas-Reimers requested that Oldham Innovative Research revise or revisit its practice of not looking at seminars that come within a practicum, stating that the practicum is the core for early childhood educators. She explained that practicum experience is how students build a solid foundation and that a strong practicum program contains many courses and seminars. Chairperson Chesloff noted that the project should provide some interesting and comprehensive information for the Board to think more about the alignment within the work force and transferability. | Quality |
| April 12, 2011 | Subsidy Regulations: Public Comment Period – Vote | X | EEC General Counsel, Dena Papanikolaou, explained that EEC is asking the Board for authorization today to put the revised subsidy regulations out for public comment. She briefly explained the proposed changes to the regulations, which were presented in greater detail at the March 8, 2011 Board meeting. Ms. Papanikolaou reported that EEC received general support for most of the regulation changes, accompanied by requests for EEC to work closely with CCR&Rs and providers to implement the proposed policy changes and to ensure that the necessary IT infrastructure exists before the regulations are rolled out. Although stakeholders recognized that some substantive changes were necessitated by federal funding requirements, there were strong concerns about the proposed changes to citizenship, child support enforcement, and special needs. General Counsel Papanikolaou acknowledged the Board's concerns about how the proposed changes impact its commitment to support all children in the Commonwealth. To that end, she reported that the Policy and Fiscal Committee proposed that a policy statement be adopted by the Board to address this tension. Board Member Child's confirmed the Policy and Fiscal Committee's request that the Board pass the motion today subject to a policy statement, which was read into the record as follows: | Infrastructure |

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| | | | <p><i>The Board of Early Education and Care acknowledges that federal funding supporting the Commonwealth's child care financial assistance program is subject to several conditions. These conditions impose certain limitations related to the evaluation of children and families seeking early education and care subsidies in Massachusetts, including, but not limited to, financial thresholds, work, education or training requirements and verification of residency, citizenship and immigration status. In light of the Department's mission to support all children in their development as lifelong learners, and in acknowledgement of the limitations of the federal funding, the Board will continue to advocate for a system of early education and care assistance that is accessible for all children, irrespective of the federal funding limitations. The Board acknowledges that this effort is subject to the Commonwealth appropriating additional state-funding to support this endeavor.</i></p> <p>If the Board votes to authorize the Department to seek public comment on the proposed regulations, a public comment period would take place this summer.</p> <p>Board Member Childs reported that the Policy and Fiscal Committee felt that EEC's policy should not be driven by fiscal constraints. The Committee understands that the Department must rely on federal funding and comply with federal requirements, but that it still needs to find a way to meet the needs of all children. Board Member Wasser Gish added that although EEC needs to be in compliance with federal regulations, it must also remember the mission of the agency, opining that the dictates of federal restrictions cannot dictate EEC's mandates. Board Member Childs reminded the Board that all that is being asked to be voted on today is for the regulations to go out for public comment and that the Committee was in favor, as public comment may further inform the proposed changes.</p> <p>On a motion duly made and seconded, it was voted that the Board of Early Education and Care authorizes the Department of Early Education and Care solicit public comment, in accordance with M.G.L. c. 30A and 15D, on the restructured and revised child care subsidy regulations, consistent with the Department's proposed policy directions and subject to the approval of the final regulations by the Board. In authorizing the Department to solicit public comment, the Board acknowledges that federal funding supporting the Commonwealth's child care financial assistance program is subject to several conditions. These conditions impose certain limitations related to the evaluation of children and families seeking early education and care subsidies in Massachusetts, including, but not limited to, financial thresholds, work, education or training requirements and verification of residency, citizenship and immigration status. In light of the Department's mission to support all children in their development as lifelong learners, and in acknowledgement of the limitations of the federal funding, the Board will continue to advocate for a system of early education and care assistance that is accessible for all children, irrespective of the federal funding limitations. The Board acknowledges that this effort is subject to the</p> | |

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| | | | Commonwealth appropriating additional state-funding to support this endeavor. The motion passed unanimously. | |
| | Access and Quality in the Early Childhood System – Discussion | | <p>EEC staff presented the Board with an overview on access in the early childhood system. EEC staff noted that it must now focus on examining relationships between licensed capacity, subsidy availability, and early education and care needs in terms of amount, location, and duration along with analyzing the relationship between availability of care and the number of threats to children’s success in school and life. Future focus should be to further build upon the relationship between access and quality as QRIS develops. Ms. Moeller presented the Board with maps and graphs to demonstrate WEAVE’s capabilities and how EEC can now analyze risk factors on children and families, such as poverty, child maltreatment, teen pregnancy, unemployment, absenteeism, capacity population and children with disabilities.</p> <p>Board Member Childs asked the Board to consider access policy implications and to recognize the incremental benefit that can happen with a small change. She stressed that it is important to look at the types of available programs because quality programs will differ between children, with some aligned to quality assessment and developmentally differentiating instruction. Board Member Craig O’Brien cautioned about labeling care when we are really talking about early childhood services and programs and recommended that the Board continue to look at decoupling access from work requirements and family requirements.</p> | Quality |
| | Market Rate Study: Final Report – Discussion | | <p>Kenley Branscome and staff from Public Consulting Group, Inc. provided an update on the recently conducted Massachusetts Child Care Market Price Survey. Mr. Branscome concluded by noting that the team will continue to analyze the data and will conduct analyses of local price (zip code) variations and practitioner wages which he expected to be completed by June.</p> <p>Board Member Scott Chandler asked if the providers who participated in the survey also take children without subsidies. Mr. Branscome replied that participation in the survey required that a program must have provided care to at least one private paying child within the last 3 months. Secretary Reville asked Mr. Branscome if he had an opinion as to how limited money should be invested to close gaps in the rates. Mr. Branscome responded that most research indicates that investment in infants and toddlers can make the most difference. Board Member Wasser Gish noted that the market rate information can be used to inform policy decision making. However, the data will not dictate choices but will provide us with some statistical bases when weighing imperatives. Secretary Reville asked if there was a connection between access and price and if any assumptions were made. Mr. Branscome responded that EEC can look at data to diagnose problems in those two areas. For instance, there are places where prices are so high that EEC has no capacity to provide care in that community. However, there are also communities where EEC’s rates are at the top of the market but programs do not support structural features of quality. Board Member Scott Chandler pointed out that this response begs the question of what is the minimum rate to support structural quality. Even if EEC cannot afford rate reform, it is important that we determine the minimum rate that supports quality.</p> | Quality/Workforce |

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| | Inclusive Early Education and Care – Panel Discussion | | The EEC panel included Erin Murphy Craft, Western Regional Director, the EEC regional Family/Community Quality Specialists Donna Marshall, Cheryl Marks and Flo Semb, Zulmira Allcock from Associates for Human Services - Taunton Early Intervention Program and Taunton Public Schools, and Judy Goodwin, Special Education Early Childhood Coordinator from the Springfield Public Schools. They described the role and responsibilities of the Family/Community Quality Specialists and summarized the activities of the Regional Consultative Programs (RCPs) and the Communities of Practice meetings. The panel reported on upcoming EEC activities to support diverse learners including the summer institute offered by the Center on the Social and Emotional Foundations for Early Learning, as well as interagency agreements with the Department of Public Health, the Department of Elementary and Secondary Education, and the Office of Head Start for data sharing. Board Member Craig O’Brien thanked all of the panelists, noting that the Board does not always see this area and it is great to hear what is going on in the field. | Quality |
| May 10, 2011 | CCDF State Plan 2012: Public Comment Period – Vote | X | <p>EEC General Counsel, Constantia Papanikolaou, presented on the Department’s Child Care Development Fund (CCDF) Plan for Federal Fiscal years 2012 and 2013, which is the Commonwealth’s application for Federal funds and is required every two years. She explained that CCDF law places certain limitations and requirements on Lead Agencies charged with administering child care programs and services funded with federal funds, such a 5% cap on administrative expenditures and a minimum 4% expenditure requirement for quality initiatives. However, General Counsel Papanikolaou emphasized that CCDF federal law also grants flexibility to states in the design and implementation of the CCDF program. For example, the law requires states to prioritize access to families with very low-income or with children that have special needs, but the law does not prescribe how states should implement those priorities. In sum, she highlighted that the purpose of CCDF which is to increase the availability, affordability and quality of early education and care programs and services, and is consistent with the goals and purposes of EEC, as codified in EEC’s enabling legislation and in the Board’s strategic plan.</p> <p>Board Member Craig O’Brien noted she has had a chance to review the plan. It is a detailed report of where we are as a Department and where we intend to go within the framework of the guidelines. She said it is not surprising if you read the plan why NACCRA voted Massachusetts in the top five states. Secretary Reville commented on states’ flexibility to administer the Plan and asked for examples implemented by the Department. Ms. Papanikolaou responded by stating that the federal law places ceilings and floors in their guidelines with regard to age limitations and income requirements. For example, in Federal law a family’s income cannot exceed 85% of the median income, however Massachusetts lowers that threshold to 50% state median income and then families exit at 85% state median income, in order to prioritize the low-income families.</p> <p>On a motion duly made and seconded, it was voted that the Board of Early Education and Care authorizes the Commissioner of Early Education and Care to solicit public comment, in accordance with 45 CFR § 98.14 (2)(c), on the Commonwealth’s proposed CCDF Plan, subject to approval of the final plan</p> | Infrastructure |

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| | | | by the Board. The motion passed unanimously. | |
| | Early Childhood Resource Centers – Discussion and Potential Vote | X | <p>EEC staff presented an overview of the Department’s proposal to fund Early Childhood Resource Centers by providing background information on the creation and development of the Early Childhood Resource Centers which were originally located in public schools, community agencies, and libraries. There are currently five Early Childhood Resource Centers housed in public libraries throughout the state with every library part of a network that includes more than 300 public libraries and 38 academic agencies.</p> <p>Chairperson Chesloff asked about the proposed appropriation for the Early Childhood Resource Centers. Ms. Harding responded that the total appropriation was \$35,000 with \$7,000 allocated for each site. Commissioner Killins added that the libraries are also leveraging other resources to fund the activities of the Early Childhood Resource Centers.</p> <p>Board Member Childs reported that the Policy and Fiscal Committee had a discussion about the Early Childhood Resource Centers, noting that it is a small amount of money and would be a competitive bid. The committee recognized that engagement is a challenging issue and libraries may not be serving the highest risk families, such as homeless families. Board Member Childs reported that one of the recommendations from the committee was that to push the grantees to do more outreach to families outside their own walls. The committee was not prepared to recommend a Board vote but did think it was worthwhile for the Board to weigh the pros and cons to decide if they would vote. Board Member Scott-Chandler suggested that the Department require or suggest connecting with community-based organizations to make materials available in languages other than English.</p> <p>Chairperson Chesloff sought clarification that EEC would require grantees to perform certain activities and that these requirements would be specifically addressed in the RFP. Ms. Harding confirmed. Chairperson Chesloff stated that he was more comfortable knowing the issues just discussed will be included in the RFP and asked if the pending motion needs to be amended. General Counsel Papanikolaou responded that the Board’s conversation will be reflected in the minutes and that the Board can amend the motion if they choose.</p> <p>On a motion duly made and seconded, it was voted that the Board of Early Education and Care approve the Department’s criteria and budget, as described above and in the May 10, 2011 Board Presentation, for the award of Early Childhood Resource Center contracts in fiscal year 2012, subject to the comments and recommendations made by the Board today. The motion passed unanimously.</p> | Infrastructure |
| | Career Ladder Review and | X | EEC, along with Mary Reed and Najeema Holas-Huggins of the Bessie Tartt Wilson Initiative for Children presented to the Board a review of the career ladder and an update on the Professional Qualifications | Workforce |

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| | Professional Qualifications Registry Update – Discussion and Potential Vote | | <p>Registry. Ms. Reed also discussed the career ladder goals, including developing one common career ladder for educators and for those who are responsible for professional development and curriculum. Ms. Reed noted that educators can enter the ladder at any level for which they qualify regardless of their setting, and that the ladder is not restricted by QRIS standards or licensing regulations. Mr. Baimas described the career ladder as a resource and a reference and emphasized that EEC is not mandating use of the career ladder.</p> <p>Board Member Wasser Gish acknowledged the decision to not align the career ladder with QRIS or regulations and asked if the career ladder has the potential to align with QRIS or licensing in the future. Mr. Baimas responded that the decision to not align the ladder with QRIS or licensing was intentional, to ensure that the ladder is linked to the core competencies rather than tied specifically to licensed programs or to QRIS standards. Board Member Craig O’Brien stated that the career ladder is significant for the community and it is important to celebrate this accomplishment. Board Member Scott-Chandler stated that some programs have career ladders or scales but this lays it out for an entire field and shows that this is a profession and career. She stated that this field is a profession and people need to recognize that there are different expectations and levels. Secretary Reville asked what the panel thought about how to respond to feedback related to compensation. Mr. Baimas responded that at this point in the process the Department is looking at the career ladder as a resource, and compensation will be at the discretion of individual programs. Many programs have career ladders that are more intricate and have compensation that goes with them. Secretary Reville stated that there is a potential linkage with higher education in terms of rewarding those who make progress by offering some kind of access to professional development funds. Mr. Baimas agreed and referenced the current Early Educator Scholarship Program, as one example.</p> <p>On a motion duly made and seconded, it was voted that the Board of Early Education and Care endorses the career ladder for Early Education and Out of School Time child care professionals, as developed in furtherance of the Board’s statutory mandate in M.G.L. c. 15D, § 5(11) and as described in the May 10, 2011 Board Presentation, as a resource and reference for programs and educators as they map and plan professional development/growth for themselves and for staff. The Department shall review and, if necessary, annually update the career ladder for Early Education and Out of School Time child care professionals through its continued evaluation and assessment of the workforce development system. The motion passed unanimously.</p> | |
| | State Advisory Council (SAC) Birth to Eight Community Planning – Discussion and | | Commissioner Killins provided an update on a joint initiative focused on P-3 through the Departments of Early Education and Care and Elementary and Secondary Education. She acknowledged that the Department is moving away from thinking about transitions to thinking about pathways for continuous learning. She noted that Massachusetts is the first state to add pre-kindergarten standards to literacy and mathematics. Commissioner Killins noted that proposals were received from all 17 eligible communities for home visiting as part of the K-12 experience. She then described the CAYL Institute | Infrastructure |

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| | Potential Vote | | <p>work, noting that Springfield is one of the teams participating to think together about pre-k to 3rd alignment, growth and development, dual language learners, and implementing STEM in early education and care programs. She added that Springfield has a learning circle that has elementary principals and early childhood teachers. Commissioner Killins also presented about an opportunity to support birth to 8 plans. She noted that the Department wants to continue to support the use of tools for a shared conversation because training and language is often different. She stated the participants of the State Advisory Council portion of the Policy and Fiscal meeting suggested that birth to 8 planning grants focus on rural communities. Commissioner Killins stated that the vote today is to put out an RFP to support rural communities in birth to age 8 work to help rural communities prepare for other grant opportunities.</p> <p>Board Member Childs stated that the recommendation from the Policy and Fiscal Committee is to approve the proposal. The conversation of the committee was primarily focused on flexibility to work with other communities and the other was to organize the list of towns by school district so that communities could work with school partners. She stated that the list includes 192 rural communities. She said that it is a short amount of money for a potentially big impact by focusing on smaller rural communities.</p> <p>On a motion duly made and seconded, it was voted that the Board of Early Education and Care, in its capacity as the State Advisory Council (SAC) on Early Childhood Education and Care for children from birth to school entry in Massachusetts, approve the allocation of up to \$95,000 to support the SAC in developing co-investment funding partnerships with the philanthropic sector, and for birth to eight (8) community planning/implementation grants for rural communities, subject to the requirements and limitations identified in the Board materials and discussed at the May 10, 2011 meeting of the Board. The motion passed unanimously.</p> | |
| | Strategic Communications : Early Education and Care Messaging – Panel Discussion | | <p>Kate Vaughan of the FrameWorks Institute described the focus of their work as explaining that early childhood is a critical time to build skills that lead to school achievement in a well-framed manner. She described a campaign as the intentional development and execution of a set of interrelated materials and activities that promote a consistent public narrative in order to achieve a strategic goal. She stated that their task is to create a structure for a campaign that will elevate awareness among community members and the Commonwealth as a whole.</p> <p>Secretary Reville asked if we are trying to change attitudes or behavior. Ms. Vaughan responded that the goal is to create a safe place for changes to be made. When more people understand the importance, more progress can be made. She said it is more of a social issue change campaign. Board Member Childs stated she wanted to emphasize that she thinks there is a real link between messaging and the quality of the system. The higher the quality of the system will help reinforce the message and that this is important to children. She continued to say that a messaging campaign makes it critical that we continue to move forward as quickly as possible with QRIS.</p> | Communications |

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| June 14, 2011 | Adoption Regulations: Public Comment Period – Vote | X | <p>A panel of EEC staff, including Dave McGrath, Kelly Buckley, Kathy Perry, Michael Curran, and Tim Keane, provided the Board with an update regarding the pending revisions to the Department’s Placement regulations. Deputy Commissioner McGrath noted that today’s presentation will focus on the Placement regulations, which encompass public and private foster care services and public and private adoption services. He then reviewed the timeline for the promulgation process by noting that the Department was requesting the Board to vote to put the draft regulations out for public comment at today’s Board meeting. If approved, EEC anticipated public comment meetings to be held between September and November. After which time, the Department would return to the Board to vote on promulgation of the final regulations in either December or January.</p> <p>Board Member Wasser Gish commended the team for reaching out to a broad spectrum of stakeholders to ensure the proposed changes balance the needs of all parties involved. Board Member Marilyn Chase also commended the work of the team and asked if there is anything in the proposed regulations that DCF would disagree with. She also noted that the proposed regulations call for curriculum, and asked if there is standard curriculum. Deputy Commissioner McGrath responded that EEC had received and incorporated comments from DCF in the proposed revisions before the Board. With respect to curriculum, he noted that there is no standard curriculum in use and that each agency will be required to create an individual curriculum subject to approval by EEC. Board Member Chase expressed her preference for a standard. Commissioner Killins replied that EEC can create a standard curriculum, if necessary. Given that best practice suggests that placing children with kin achieves better outcomes, Board Member Chase requested that EEC review the regulations to ensure they assist in the process. She applauded the post-adoption services requirement and asked about the penalties or consequences for agencies that do not comply with these requirements.</p> <p>Board Member Huang commented on the shift towards international adoptions and asked about any barriers to domestic adoptions. Specifically, he asked if domestic adoptions are too regulated by requiring additional hoops and disincentives for families. Deputy Commissioner McGrath responded that there are no barriers in EEC’s regulations. EEC Residential and Placement Licensor Kathy Perry added that because domestic adoption is birth parent driven, it is more likely that the adoption process will not be completed whereas international adoption provides a match for families making finalization more likely. She also noted that the costs for each are about the same.</p> <p>On a motion duly made and seconded, it was voted that the Board of Early Education and Care authorizes the Department of Early Education and Care to solicit public comment, in accordance with the requirements of the Administrative Procedure Act, on the proposed restructured and revised licensing regulations for child placement and adoption services. The motion was passed by a majority vote; Board Member Stanley abstained.</p> | Infrastructure |
| | Child Care | X | EEC’s General Counsel Constantia Papanikolaou provided the Board with background on the Child Care | Infrastructure |

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| | Development Fund State Plan: Approval and Submission – Vote | | <p>Development Fund (CCDF) State Plan, including its contents, requirements, and overall purpose. She noted that the FY2012-13 Plan must be submitted to the Office of Child Care by August 1, 2011. General Counsel Papanikolaou highlighted one key change to the FY2012-13 Plan process, which requires states to reflect on its early childhood programs by establishing annual goals and performance measures. She also noted that the Office of Child Care continues to emphasize the goal of providing increased access to high quality early education and care programs for low-income children; EEC spends approximately 7-10% of its CCDF funding on program quality improvement initiatives, which exceeds federal requirements. In terms of finalizing the Plan to address recent changes issued by the Office of Child Care, Ms. Papanikolaou explained that Tom Weierman, EEC Assistant General Counsel, will amend the current draft to ensure the Commonwealth responds to the new questions and submits the Plan by August 1st. She noted that EEC will then ask Board Members to ratify the revised document at the September Board meeting. She confirmed that EEC may amend the FY2012-13 Plan in response to any edits requested by the Board.</p> <p>Board Member Craig O’Brien noted that the Plan demonstrates that the Department’s visions are aligned with the federal goals. Board Member Huang asked if the public comments help prioritize what the agency should prioritize. General Counsel Papanikolaou responded that the Advisory Committee is a terrific venue to solicit feedback, in order to prioritize the direction and goals of the Department.</p> <p>On a motion duly made and seconded, it was voted that the Board of Early Education and Care hereby approves the Department’s process to finalize the Commonwealth’s Child Care Development Fund Plan for federal fiscal years 2012-2013, and authorizes the Department to submit the Plan to the Administration for Children and Families by August 1, 2011. The final CCDF Plan will be submitted to the Board for review and ratification on September 13, 2011. The motion was passed by a majority vote; Board Member Stanley abstained..</p> | |
| | Early Childhood Information Systems Development Update – Discussion | | <p>Commissioner Killins provided the Board with a status report on the development of the ECIS, which she noted is a cornerstone to the pending Race to the Top – Early Learning Challenge Grant opportunity. She briefly summarized the five core elements of the ECIS: family engagement; child development screening and assessment data; interagency data sharing; strength and risk analyses; and communication. Commissioner Killins stated that it is EEC’s goal to provide opportunities for families to complete parental consent forms at a variety of access points, including Coordinated Family and Community Engagement (CFCE) grant sites and pediatric offices; EEC will begin a pilot with CFCE grantees this summer.</p> <p>Board Member Wasser Gish asked to clarify how the child development and screening tools will be used to improve classroom instruction/educator quality and to describe how the Department will share program quality ratings with families. Commissioner Killins responded that the goal of any assessment tool is always to first improve teacher practice. Board Member Chase recalled that when the Readiness Cabinet began, ECIS was one of the identified challenges. She expressed kudos to EEC for its leadership on</p> | Infrastructure |

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| | | | this and underscored the relevance this project has across agencies. Board Member Chase acknowledged that several issues have yet to be resolved, including issues of confidentiality and that agencies collect information differently. | |
| | State Advisory Council (SAC) Needs Assessment Study Design Model – Discussion | | <p>Board Member Craig O’Brien noted that the Needs Assessment has been on the Planning and Evaluation Committee agenda six times. In creating the needs assessment, the Planning and Evaluation Committee aimed to focus on the creation of a system that supports all families in the Commonwealth by examining, among other things, what EEC is doing, reviewing the Home Visiting research, and identifying communities that are at high risk. Board Member Craig O’Brien stated that the Committee considered two overarching questions: (1) what resources are available; and (2) what information can the Department learn related to both workforce and families.</p> <p>Board Member Huang stressed the importance of ensuring the survey questions are at the appropriate reading level for the target audience. He also noted that random digit dialing as a way of surveying people is phasing out and may not ensure sufficient responses. Ms. Layzer responded that her surveys are written for a 6th grade reading level. With respect to random digit dialing, Ms. Layzer responded that phone companies will soon be required to make public cell phone numbers. She acknowledged that every sampling method has flaws and that some of them can be addressed. Board Member Craig O’Brien emphasized that the needs assessments must look at early education and care services rather than just child care and should incorporate a larger view including parenting supports, parent education resources, and access to libraries. Board Member Villegas-Reimers concluded the discussion, stating that we need to understand where we are and how we can get the answers we need.</p> | Infrastructure |
| September 13, 2011 | Approval of the Child Care Development Fund Plan for 2012-2013 – Vote | X | <p>Acting General Counsel Carmel Sullivan provided the Board with a brief overview of the process for submitting the CCDF State Plan. She explained that at the June 14, 2011 Board meeting, former General Counsel Dena Papanikolaou had presented the State Plan to the Board who voted to approve EEC’s process to update and finalize the State Plan, since the format had changed two days prior to the June 14th board meeting. Ms. Sullivan summarized the changes to the format and explained that EEC has finalized the plan and submitted it to the appropriate federal agency.</p> <p>On a motion duly made and seconded, it was voted that the Board of Early Education and Care ratify the updates made by the Department of Early Education and Care to the Commonwealth’s Child Care Development Fund Plan for federal fiscal years 2012-2013, which was submitted to the Administration for Children and Families, in a timely fashion. The motion passed unanimously.</p> | Infrastructure |
| | Early Learning Challenge Grant Proposal – Discussion | | <p>Commissioner Killins presented the Board with an overview of the Early Learning Challenge Grant Application that was released in August, 2011. She explained that the goal of the grant is that states better prepare more high needs children for kindergarten because children from birth to age 5, including those from low-income families, need a strong foundation for success in school and beyond. Commissioner Killins reviewed the grant application and the eligibility requirements for each state. She explained that in order for states to be eligible to apply they must execute a Memorandum of</p> | Quality |

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| | | | <p>Understanding (MOU) with each participating state agency or partner, have an operational State Advisory Council on Early Care and Education as well as have submitted an updated MIECHV State Plan. State award amounts were determined by how, the state was ranked according to its share of the national population of children, ages birth through 5 years old from low-income families. Massachusetts is a category 4 state and is therefore eligible to apply for up to \$50M.</p> <p>Commissioner Killins then summarized the grant's five key areas of focus and the selection criteria related to each:</p> <ul style="list-style-type: none"> • Establishing successful State Systems • Defining high quality, accountable programs • Promoting early learning and development outcomes for children • Supporting a great early childhood education workforce • Measuring outcomes and progress <p>Chairperson Chesloff questioned how the grant allocated points, in particular how many points are available for new and innovative ideas. Commissioner Killins responded that from her workshops and conference calls she believed it to be an 80/20 split. The grant reviewers will be looking for states that are out in front, ready to go to scale with their initiatives. Board Member Stanley asked how the Readiness Centers will be used to communicate with the community and how will they be part of the collaboration. Commissioner Killins replied that the Readiness Centers will be part of the EPS works and that they are EEC's vehicle to communicate with the community. Chairperson Chesloff sought clarification of the roles of the project manager and of the vendor. Commissioner Killins responded that ELC Project Manager Chad d'Entremont will help with the MOUs as well as identify initiatives that should be included in the application. He will then pass those ideas onto Johnston Associates who will write the grant. Secretary Reville noted that this is a collective effort both from internal state agencies as well external partners and the Secretariat is prepared to help make this grant application happen.</p> | |
| | Quality Rating and Improvement System Update – Discussion | | <p>Sarah Harding updated the Board on QRIS grants and activities and the next steps for FY12. As of September, EEC has received 2,501 QRIS applications: 1,027 applications are in draft and 1,474 applications have been submitted as final as of September 2, 2011. Most of these final applications have self-assessed at Level 1 with some at Levels 2 or 3 but with very few at Level 4.</p> <p>Board Member Scott Chandler asked if there are programs participating who do not accept subsidies or who are not required to participate. Ms. Harding replied that public preschools have participated along with programs not receiving subsidies. She explained that QRIS is a partially voluntary system. Chairperson Chesloff asked if the requests totaling \$7.7M represent the cost to fully fund QRIS. Ms. Harding noted that QRIS is not yet universal and that the cost would likely be more. She explained that up to \$10,000 was originally available for any program type. However, EEC had to reduce the family child care grants to \$5,000 in order to fund more programs. Board Member Wasser-Gish asked what is EEC's ability to validate programs' QRIS levels. Commissioner Killins responded that there are only 26 programs that require a validation visit and that EEC had trained a group of people to reliability on the</p> | Quality |

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| | | | <p>environmental rating scales. Board Member Wasser-Gish asked if there has been any feedback now that the QRIS has been launched for 9 months. Ms. Harding explained that a sample of the QRIS pilot programs had been surveyed regarding their experience and that Wheelock College and Oldham Research have surveyed mentors on their experiences. Chairperson Chesloff asked if the \$800,000 for FY12 is in addition to the \$2.8M that was available in FY11. Ms. Harding responded that the \$800,000 is additional funds and if Massachusetts is awarded the ELC grant, additional funds could be targeted to QRIS.</p> | |
| | American Recovery and Reinvestment Act: Continued Initiatives – Discussion | | <p>Bill Concannon presented information regarding thirteen ARRA funded initiatives that will have sustained impact for EEC, including:</p> <ul style="list-style-type: none"> • Infant/Toddler Early Childhood Program Standards and Guidelines • Environmental Ratings Scales training • Improvement of Physical Environments in Child Care Programs • CSEFEL Professional Development • English Language Learners Professional Development • Professional Development Systems Research Project • Readiness Center Support • Early Literacy Program • Communications Campaign • Early Childhood Information System (ECIS) • Mass 2-1-1 Information and Referral Services • Coordinated Family and Community Engagement Infrastructure • Improved Centralized Waitlist <p>Deputy Commissioner Concannon reported that billing is still coming in so many of the ARRA initiatives have not reached their allocated spending limit but should do so once the final bills are processed. He noted that the overall financial impact on initiatives supporting Educator and Program Quality was \$2,132,379 and for Community and Family Engagement the financial impact was \$2,095,202. The total allocation for sustained initiatives was \$4,227,581 with approximately 17% of the ARRA funds used for these initiatives.</p> <p>Board Member Craig O'Brien thanked the EEC staff who worked on these initiatives and acknowledged the challenge to continue to sustain the initiatives. Chairperson Chesloff thanked Deputy Commissioner Concannon for the new caseload reports and expressed how helpful these reports have been.</p> | Infrastructure |

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| | State Advisory Council (SAC) Needs Assessment Study – Update | | Kenley Branscome of Applied Policy Analytics provided the Board with an update on the State Advisory Council (SAC) Needs Assessment. He noted that in his research of other states, Massachusetts is ahead of others in conducting needs assessments. Mr. Branscome explained that the study’s goal is to assist EEC in conducting a needs assessment of children from birth to age eight along with an assessment of the quality and availability of early childhood education programs and services for children from birth to school entry. Data collection for both surveys will begin on October 17th and continue through November 30th. Data analysis will occur through December with a draft final report due December 30, 2011. The final report will be due February 20, 2012. Board Member Childs asked how long it will take families and educators to complete the surveys. Mr. Branscome replied that the team continues to shorten the survey but he believes either survey will not take more than 15 minutes. Board Member Messmer inquired as to how the sample of families will be selected and how the team will ensure that urban and rural communities are represented. Mr. Branscome responded that the team will use commercial mailing lists and telephone based lists. The sample will be populated by county to ensure representation. | Infrastructure |
| | Understanding the Learning Needs of Young Children: Formative Assessment for Quality and Child Outcomes – Panel Discussion | | <p>The assessment panel consisted of Jake Murray, Director of the Aspire Institute at Wheelock College, Carol Campbell of Associated Early Care and Education and Amy Bamforth of the Somerville CFCE and Somerville Public Schools. Mr. Murray began the discussion by providing an overview of the Aspire Institute. The Institute was founded four years ago and focuses upon research and development, in particular early childhood quality, workforce development and out of school time. The Institute has worked with Associated Early Care and Education, Inc. to gain a better understanding of assessment in programs and it has trained 25 coaches in QRIS.</p> <p>Chairperson Chesloff asked how child outcomes are measured and if goals are based on anything standardized. Ms. Campbell responded that educators assess a child at a point in time and identify what the next step is to the goal. Assessments are required to be completed every 6 months, but some programs complete them more often. Assessments help educators measure the program’s effectiveness over time and this information can be shared with families. Board Member Villegas-Riemers asked if the trainings help families when their child is not “making grade.” Ms. Campbell explained that there are strategies in the assessment tools to help educators and families partner and work together.</p> <p>Ms. Bamforth of the Somerville CFCE discussed the Help Me Grow project. 15 CFCEs were chosen to pilot the ASQ and ASQ:SE assessment tools with families. She believes that the social emotional piece is essential because it makes a difference in school success. Children who come to school with good social emotional skills have been shown to be more likely to succeed.</p> <p>Board Member Villegas-Reimers asked the panel if they had any thoughts or recommendations about the kindergarten readiness assessment. She noted that at the ELC conference only one state reported using the same tool in every one of their programs. Ms. Bamforth suggested that the inclusion of a social emotional component is important. She also noted that a prescreening tool would provide “instructions”</p> | Quality |

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| | | | <p>for children going to kindergarten, but it would be very difficult to screen every child. Board Member Villegas-Reimers responded that there was an important difference between social emotional learning and social emotional development. She questioned whether Massachusetts should have a unique tool to measure kindergarten readiness or continue what we are doing now.</p> <p>Board Member Childs stated that looking at individual children is important. Assessments are a lot of work but the next step is to move programs through to high quality. EEC is working to do that through the QRIS. The administrator level is the link between children and program quality.</p> <p>Board Member Scott Chandler asked the panel how to determine success. Is changing adult behavior the way to know or is there some other way to know that the process is successful? Mr. Murray replied that that is the ultimate question and it is a major part of what we are trying to achieve with the ELC. Normed assessment provides one barometer and program by program review of how a child grows over time is another barometer. ELC should give us an opportunity to look at one way to see how we make progress.</p> | |
| October 11, 2011 | Special Committee on Transportation Recommendations – Vote | X | <p>Chairperson Chesloff presented the Board with an overview of the special Ad Hoc Committee’s work, whose members included himself, Secretary Paul Reville, Board Members Chi-Cheng Huang and Sharon Scott-Chandler, Judge Gail Garinger, the Child Advocate for the Commonwealth, and Karen Wells, Senior Counsel for Law Enforcement, Executive Office of Public Safety. He expressed his appreciation and recognized Carmel Sullivan, EEC’s Acting General Counsel and the Department for the inordinate amount put into the materials and recommendations. A great deal of interesting and useful information was uncovered in a short amount of time regarding possible ways to enhance the current regulations to ensure the safety of all children. He pointed out that under 606 CMR 7.13, a driver must take attendance before/after each trip, including complete vehicle inspection after every trip to ensure no child is left on the vehicle.</p> <p>Ms. Sullivan presented the Board with the recommendations of the Committee. She stated that the Special Committee reviewed identified best practices, and started by looking transportation standards in early education settings that address drop-off and pick-up and child passenger safety. The Committee then compared EEC’s regulations with those of other New England States, Texas, Arizona, Oklahoma, Delaware, North Carolina and Tennessee. In addition, the Ad Hoc Committee received input from the EOHHS transportation unit.</p> <p>Ms. Sullivan then presented the Ad Hoc Committee’s five recommendations:</p> <ul style="list-style-type: none"> • Provider is responsible for full compliance with transportation laws/policies, regardless of how transportation is provided - The basis for this recommendation is that there must be an assumption of responsibility for the child while the child is being transported to and from the child care program as well as during child care hours. This recommendation would | Infrastructure |

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| | | | <p>require a regulation change and will require additional educator training and monitoring by EEC (additional EEC licensors).</p> <ul style="list-style-type: none"> Providers shall notify parents immediately if/when a child does not arrive at child care within 30 minutes of his scheduled arrival time, unless parents have previously notified the program of the child's absence or alternative arrival time - The basis for this recommendation is that it ensures that children are accounted for and promotes accurate attendance, consistent with best practices. This recommendation would require a transportation policy be developed with eventual regulation change and additional educator training and monitoring by EEC (additional EEC licensors). The driver shall carry and complete a passenger log for each route, identifying the name of each child transported, the time picked up, the time dropped off and initialed by the educator or parent/guardian. The driver shall sign the passenger log at the conclusion of the route, certifying completion of the inspection of each seat, surface area, etc. If a monitor is required on the vehicle, the driver shall give the passenger log to the monitor (or additional reviewer, if no monitor is required and vehicle is not equipped with a vehicle monitoring device), who shall physically inspect the vehicle in the same fashion and sign off - This recommendation ensures that no children are inadvertently left on a vehicle. Additionally, it requires that drivers inspect the vehicle as required and that the vehicle is in a safe and operable condition. This recommendation would require a transportation policy to be developed (no regulation change or contract amendment required) and will require monitoring by EEC and/or an oversight entity. All vehicles designed to transport 6+ children shall be equipped with monitoring devices, approved by the State, that prompt staff to inspect the vehicle front to back. Vehicle monitoring devices are not required for vehicles that carry an assigned monitor, which only transport school aged children, unless the children are developmentally or physically disabled or on vehicles that are only used for occasional field trips or other similar trips - The basis for this recommendation is that it ensures that drivers physically walk through vehicle as required and no children are inadvertently left on a vehicle. This recommendation would require a regulation change and contract amendment. There will also be cost implications for transportation providers and will require on-site, periodic monitoring by EEC and/or an | |

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| | | | <p>oversight entity and may require additional EEC contract monitors.</p> <p>Chairperson Chesloff clarified that transportation providers would have three options:</p> <ol style="list-style-type: none"> 1. The driver performs a post-trip inspection and a second person then walks through the vehicle and signs the passenger log; 2. Two people, a driver and a monitor, would be on a vehicle, so there are always two sets of eyes; or 3. Install and use a vehicle monitoring device. <p>Judge Gail Garinger, the Child Advocate for the Commonwealth, agreed and confirmed that the purpose of the device is to require the driver to walk to the back of the bus to turn it off, which, in turn, would require the driver to traverse the vehicle and check for children.</p> <ul style="list-style-type: none"> • Develop customized transportation performance standards, based upon those created by the Human Service Transportation (HST) Office of EOHHS, to be incorporated into all EEC contracts for transportation services. Standards must be adhered to by all transportation providers and are applicable to all Family Child Care Systems/Providers - The basis for this recommendation is that it provides defined expectations of transportation services and responsibilities of contractors and subcontractors for transportation services. This recommendation would require a contract amendment to include an acknowledgment that the standards have been read by the Transportation Provider, Early Education and Care Provider and Family Child Care System, if applicable, and will require monitoring by EEC staff and/or an oversight entity. <p>Ms. Sullivan stated that the proposed recommendations address and clarify existing regulations. She noted that Secretary Reville had raised a point that tinted windows obstructed views into vehicles and his concern that one should be able to see into the rear of the vehicle. Secretary Reville added that he appreciated Ms. Sullivan's point relative to tinted windows and asked where information, at that level of detail, is covered. Ms. Sullivan responded that it is included in the performance standards and would be disseminated as a contractual amendment. Secretary Reville asked if the Department is calling for review of the Performance Standards and then make amendments to those and asked if that was subject to the Board's approval. Ms. Sullivan responded that the recommendations are subject to the Board's approval; the Department may look for additional input and assistance from HST regarding monitoring, which would then be incorporated. Secretary Reville asked if today's vote is to vote on the process for a review of the standards and then will consider modifications to those through a final approval in December. Ms.</p> | |

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| | | | <p>Sullivan replied that if regulations are proposed from the recommendations, then draft regulation language can be written. Board Member Scott-Chandler and Chairperson Chesloff agreed that it was their understanding that today's vote was on the recommendations put forth from the Committee.</p> <p>The Board asked the Department which portions of the recommendations could move forward. Ms. Sullivan responded that anything that does not require a regulation change can be voted on at the current meeting and can be immediately enacted, such as the Transportation Policy. All pieces that need a regulation change will be expedited and any that can move forward with immediate action.</p> <p>Board Member Messmer asked if rates of reimbursement could be added to the language, so that issue does not get lost. Chairperson Chesloff responded that the focus is only on safety and the Finance Committee will go over the financial implications. Secretary Reville added that the urgency is with safety and the Board should focus upon ensuring an even greater degree of safety.</p> <p>Kathleen Betts, designee of JudyAnn Bigby, asked if there was anything addressing the operating ability of the driver, such as the use of drugs and alcohol. Ms. Sullivan responded that motor vehicle violations resulting drug and alcohol use were included in the Performance Standards. Ms. Betts clarified that the language is in the proposed performance standards and not regulation; Ms. Sullivan confirmed that currently it is not in regulation and that the requirement of random drug testing is not specifically described in the current Performance Standards document.</p> <p>Board Member Childs expressed that this is a critically important issue and is glad it will be on the Fiscal Committee agenda, so they can move through the process and be thorough. She noted that the Department will need a fiscal analysis of the total costs as the FY2013 budget is being created and the timing is tight; She noted that she loved that her colleagues' recommendations included strengthening family and provider communication, as it is the greatest thing we can do for child safety.</p> <p>Chairperson Chesloff asked that the proposed motion be re-drafted in such a way that recommendations can be immediately implemented and those that are not immediate, will be expedited.</p> <p>Chairperson Chesloff then asked Virginie Cazir, mother of Gabriel Josh Cazir, for any comments she would like to share. Ms. Cazir commented that if tinted windows were prohibited, she would likely not be here today because someone may have seen her son and could have helped him. The driver is just one person; with 8 or 9 children in a vehicle it is not safe. She understands the vehicle safety device is a proposed option, but she feels transportation vehicles still need two people to ensure safety. She remarked that her older son has a bus driver who needs help with the children; the driver cannot keep turning around to manage the children. The most important changes include the day care calling parents to let them know their child did not arrive and having an extra person/monitor in vans/buses that transport children.</p> | |

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| | | | <p>Chairperson Chesloff thanked Ms. Cazir for her comments and added that the Board members' hearts break for her and she is a strong and amazing woman.</p> <p>Mayra Welsh, godmother of Gabriel Cazir Pierre, then addressed the Board. She voiced her concern at the length of time that the adoption of regulations could take. Ms. Welsh noted she was not clear on EEC's ability to make law but she will not rest until there is a law to protect children being transported with criminal offenses tied to it. Ms. Welsh asked the Department and Board to do everything in their power, and in partnership, to make regulations attach to criminal offenses, not just taking away a driver's license. Chairperson Chesloff thanked Ms. Welsh for her comments and said the Board will incorporate the possibility of adding criminal offenses into future discussions. Attorney Ernst Guerrier addressed the Board, opining that he was not hearing consistency as to who is going to assume responsibility. He noted that a number of drivers have second jobs and this job, along with the safety of children, is not their sole focus. In listening to presentation Attorney Guerrier commented that he did not hear a lot of parental involvement in the regulations.</p> <p>Chairperson Chesloff suggested that the Board review the revised motion and implement any recommendation that can be implemented immediately and then for those regulation changes that are bound by process, they will be put out as emergency regulations. Lastly, the Performance Standards will go to the Policy Committee for review.</p> <p>Secretary Reville told Ms. Cazir that she was courageous and if she goes away with one thing, it is that the Board and Department share her sense of urgency and will do everything they can as quickly as possible. They cannot enact a statute, but are willing to work with the legislature. The Department can make changes to regulation, but are bound by statute on the process to do so and will stay within those boundaries, but will attempt to work in an expedited fashion. Secretary Reville added that many considerations were raised today relative to tinted windows, parent participation in regulation changes and the speed at which we would like new regulations. A balance must be achieved and the Board pledges themselves to work hard on these issues.</p> <p>On a motion duly made and seconded, it was voted that the Board of Early Education and Care approves the Special Committee's recommendations by: (1) enacting the transportation policy recommended by the Special Committee that details the procedures for the drop-off and pick-up of children by Transportation Providers and for Parent/Program Notification in the event a child does not arrive at a program; (2) reviewing the proposed Transportation Provider Performance Standards in an expedited manner for contract implementation; and (3) reviewing regulation amendments relative to the safe transport of children to be presented to the Board in December, 2011. The motion passed unanimously.</p> | |

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| | Early Learning Challenge Grant application – Discussion | | <p>Commissioner Killins presented the Board with an overview of the Massachusetts application for the Early Learning Challenge grant. She noted that a core area addresses successful state systems, where the state’s past commitment to early learning development is discussed, along with the reform agenda and goals, alignment and coordination across the state, and the budget to implement and sustain the work. Another core area is around high-quality, accountable programs, where statewide tiered QRIS is referenced as well as validating the system, the promotion of QRIS participation, rating and monitoring programs, and promoting access to high-quality programs for children with high needs. The application also addresses Focused Investment Areas such as promoting early learning development (ELD) outcomes for children, a great early childhood workforce, and measuring outcomes and progress. Commissioner Killins stated that the application leverages the EEC Board Strategic Plan, which was used to guide decision-making in the application process. Commissioner Killins remarked that the application will demonstrate Massachusetts’ position as a leader in education with a strong governance structure. Commissioner Killins reminded the Board that the application is due October 19th and stated she believes Massachusetts is in a good position. She explained that the Board will not need to vote because the Governor submits the application on behalf of the Commonwealth.</p> <p>Chairperson Chesloff noted that he is clear on the “guts” of the proposal and asked Commissioner Killins if there is anything the Board can do to further support the application. Commissioner Killins responded that Board members could submit a letter of support and that after the application is submitted, Board members can help to move the state forward by aligning existing resources.</p> | Quality |
| | FY2013 State Budget – Discussion | | <p>William Concannon updated the Board on the Department’s preparation of its “maintenance” budget for FY13. He reminded the Board that ANF Guidance defines “maintenance” as the funding level, after minimal adjustments in specific areas, to enable a department to carry out the same level of service in FY13 that can be provided in FY12. No additional items, either expansion or savings, should be proposed as part of the maintenance budget. Deputy Commissioner Concannon identified the need for an increase of \$395,988 in the FY13 administrative line item to account for step increases, collective bargaining agreement raises, and the increased lease costs in the Boston office.</p> <p>He then outlined the expectations for the FY13 Proposed Caseload accounts. For Supportive Child Care, the Department will request level funding, even though current forecasts project a \$3.1M surplus. EEC also anticipates level funding in the DTA Related Child Care account, despite the current FY12 forecast projects a \$4.2M surplus. The need for additional funds in both accounts cannot be definitively forecasted because of the volatility in caseload may change the status. He also noted that spending in both the Supportive and DTA accounts reflects the legislative language that there cannot be a wait list in either account. Due to the current projection of a \$4.7M deficit, the Department anticipates an increase in the Income Eligible account. Mr. Concannon confirmed that there is no separate appropriation to fund the Quality Rating and Improvement System (QRIS), but noted that has not stopped the Department’s efforts in managing QRIS, which was funded in FY10 with state funds, in FY11 with ARRA</p> | Infrastructure |

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| | | | <p>funds and will be funded in FY12 using funds from two state appropriations. He noted that EEC may make a request to include funding for QRIS in its maintenance budget.</p> <p>Board Member Huang asked how the Department was trending prior to the economic crisis. Deputy Commissioner Concannon responded that EEC has done well during past fiscal years. Commissioner Killins added that there has been no increase, but also no decrease. Chairperson Chesloff said he would like to see a more obvious connection to the transportation regulations and cost implications. The cost to provide transportation is a separate discussion from the budget discussion, but we need to see how it all aligns. Deputy Commissioner Concannon said he understood and will work on that. Chairperson Chesloff noted that the Board needs to vote next month and will need to address transportation costs. Deputy Commissioner Concannon noted that if the transportation costs were included in a FY12 supplemental budget, then they would be included in FY13 Maintenance. Commissioner Killins noted that the Department currently pays to transport 20,000 children a day. She opined that the Board may need to weigh in on how many children we can transport safely; maybe the Department cannot afford to transport them all. Board Member Childs agreed that this is the type of tradeoff conversation the Board will need to have depending on the direction of EOE and ANF and how they want to view potentially additional transportation costs. Board Member Wasser Gish added that there may be some one-time expenditures to account for in a supplement. Deputy Commissioner Concannon noted he will put together a budget on transportation with the Fiscal Committee.</p> | |
| | Inclusion for All Learners – Panel Discussion | | <p>Sarah Harding presented the Board with information relative to supporting diverse learners and early childhood special education. She reviewed funding strategies that provide increased access and opportunity for early learning experiences in inclusive environments for young children with diverse learning needs, disabilities, and developmental delays or who are educationally at-risk. Ms. Harding reviewed EEC's system of support for diverse learners. She explained that the Department's Family and Community Quality Specialists touch the regions and school systems; the EPS grantees provide professional development for the education system; the Department's policy team and grants management handle technical assistance and funding to LEAs; and the Department's licensing unit with input from the legal unit review special requests for flex pool spending.</p> <p>Ms. Harding summarized the Inclusion for all Learners panelists: Ron Benham, Director, Bureau of Family Health and Nutrition, Massachusetts Department of Public Health; Vicki C. Milstein, Principal of Early Education Brookline Public Schools; Patricia Murray, Disabilities Manager, Greater Lawrence Community Action Council, Inc.; and Sandra L. Raymond, Director of Westwood Public Schools, Integrated Preschool. The Board was asked if they had questions for the panelists. Chairperson Chesloff began by asking Ms. Milstein what full inclusion for a child with ASD looks like. Ms. Milstein responded that if the child was not identified by EI and has been at home being cared for by parents or a nanny etc., the child may not yet have developed awareness of the world around them and of ways to interact. The program will start with more support so they can then move toward inclusion; the program may be a half day of inclusion and</p> | Quality |

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| | | | then the more skills the child learns, the more fully included they will be and their peers will be more likely to fully integrate the child into the classroom. Board Member Huang asked about the projected numbers of children with ASD in the next five years. Ms. Milstein responded that the number has doubled in five years; some come with a diagnosis and end up with a dual diagnosis. Ms. Murray responded that in Lawrence, there were two children last year and five this year. Mr. Benham added that EI has seen 10-15% growth in the past, but it is currently at 5%. Board Member Craig O'Brien asked what supports are given to the early education and care community in a consultant role. Ms. Raymond responded that Westwood has an active council and has a preschool network of directors for private and public programs that talk about overall needs of children and how to collaborate together. Last year, seven children received an intervention in private programs and, as a result, all but one stayed in their program with these supports and the one child who could not enter the public program. Ms. Murray said Lawrence works closely with parents and provides opportunities for parent education by meeting regularly with public school staff and EI staff to review how everything is working. Ms. Milstein complimented the Westwood program for their good work. Board Member Childs asked how to facilitate additional classrooms and supports. Ms. Milstein replied that if they had resources, there is a lot they could do, like an Inclusion Institute, conducted in the past, where Brookline teachers and paraprofessionals could come as well as any private provider, free of charge, to receive training. . | |
| November 8, 2011 | FY2013 State Budget – Vote | X | <p>William Concannon, Deputy Commissioner for Administration, updated the Board on the Department's FY13 state budget plan. To account for increases to the Department's administrative account, he explained that the Department would need an additional \$824,000 to operate in the next fiscal year. Mr. Concannon further explained that the preferred budget would support the staffing infrastructure for seven (7) new positions, which are aligned with the Board's Retreat two years ago and are consistent with the Board's Strategic Plan. He noted that the QRIS grant program has been proposed as a new line item as "maintenance," budgeted at \$4 million to support the QRIS effort across the state. He also pointed out that though the budget numbers are not yet known, there may need to be adjustments for child care transportation.</p> <p>On a motion duly made and seconded, it was voted that the Board of Early Education and Care adopt the Commissioner's proposed fiscal year 2013 annual budget as its budget recommendation, and further authorizes the Commissioner to submit the Board's final budget recommendation to the Secretary of Education. The motion passed by a majority vote; Secretary Reville abstained.</p> | Infrastructure |
| | Subsidy Regulations – Discussion | | <p>Carmel Sullivan, Acting General Counsel, and Tom Weierman, Assistant General Counsel, presented the Board with an update of the Subsidy Regulations, including public comment feedback. Ms. Sullivan confirmed that public comment on the proposed regulations occurred between September 21st and October 21st, including 6 public hearings throughout the Commonwealth where approximately 150 individuals attended and/or testified. Common themes from the public comment period included the following:</p> <ul style="list-style-type: none"> • A strong opposition to : | Quality / Access |

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| | | | <ul style="list-style-type: none"> ○ Imposition of a child support requirement on single parents ○ Time limits and removal of single service need for children with special needs ○ Laws regarding citizenship/immigration requirements ○ The impact of home-based self-employment changes on school age children <ul style="list-style-type: none"> ● Public support and understanding to: <ul style="list-style-type: none"> ○ Restructuring the current laws and policies related to allowable absences ○ Inclusion of specific regulations related to homeless child care services <p>Regarding the child support requirement, Ms. Sullivan proposed that the Board may wish to reconsider this requirement and renew efforts to improve the coordination and sharing of data between and among state agencies. She also offered an alternative approach to the proposed restrictions to home-based self-employment by eliminating the age restriction, as they could result in unintended hardships for families with school-aged children during vacations, holidays and school closures.</p> <p>The regulation promulgation timeline reflected a Board vote in January/February, technical assistance training to begin in February, new regulations to take effect in March, and rollout implementation in April, 2012.</p> <p>Board Member Joan Wasser Gish reported that the opinions of the Policy and Research Committee members were divided on the child support documentation requirement and they want to ensure that the new regulations treat all families fairly, support parents to be self-sufficient, and take into consideration the overwhelming opposition to the regulation sections expressed by those who work with families. She acknowledged that data matching may be helpful as a viable alternative. Board Member Wasser Gish explained that the “special needs” and “self-employment” portions of the regulations were not discussed in depth during the Committee meeting.</p> | |
| | Review of Transportation Performance Standards and Possible Future Regulatory Amendments – Discussion | | <p>Ms. Sullivan began her presentation by noting the inclusion of the October 11th Board vote since there may have been some confusion regarding the specific terms of the vote. She stated that the Transportation Policy enacted by the Board at its October 11, 2011 meeting was posted on the EEC website November 2, 2011 and will become effective on December 1, 2011. She explained the new policy requirements regarding parent and program notification. Ms. Sullivan explained that EEC licensors have been notified about the policy changes, and EEC will continue to review and refine the policy. Any changes will be presented at the Board’s December meeting. She also noted that the Transportation Provider Performance Standards, which were developed from the Office of Human Services Transportation (HST), will be incorporated into all EEC funded contracts for transportation services. Ms.</p> | Quality |

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| | | | <p>Sullivan confirmed that the next steps in the process involve the drafting of proposed regulations and further refinement of the Transportation Performance Standards.</p> <p>Chairperson Chesloff expressed his pleasure that the process is moving forward. It is his belief that this transportation review process will provide data to support funding for the transportation budget request mentioned earlier in the meeting. Board Member Wasser Gish commented that the presentation touched on a number of points but that she wrestles with the specific policy rather than allowing opportunity for those involved to use their own discretion. Board Member Craig O'Brien asked for clarification as to how the policy could become effective on December 1, 2011 if voted on by the Board on December 13, 2011. Ms. Sullivan explained that the Board had already enacted the Transportation Policy, which will become effective on December 1, 2011. The next part of the process is the final development of the Transportation Performance Standards which should be drafted and presented to the Board at the next Board meeting on December 13, 2011.</p> <p>Secretary Reville firmly noted that the issue of tinted windows should be reviewed as a separate standard, and is to be clearly highlighted at the next Board meeting. Ms. Sullivan responded that the issues regarding tinted windows have been duly noted. Commissioner Killins added that she met with Representative Gloria Fox on issues relating to the tinting of windows and EEC will be sure to use all related information and research.</p> | |
| | STEM in Early Education and Care and Out-of-School Time: Update from STEM Summit – Panel Discussion | | <p>EEC's Director of Educator and Provider Support, Phil Baimas introduced the panelists: Anne D'Errico, Director of GLCAC, Inc. Head Start; Gay Mohrbacher, Educational Outreach Project Director WGBH, Peep and the Big Wide World; Jake Murray, Director at Aspire Institute, Wheelock College; and Katie Magrane, Executive Director of Massachusetts Afterschool Partnership (MAP). Mr. Baimas began by describing how the STEM (Science, Technology, Engineering and Math) work is integrated with the Brain Building in Progress initiative, an awareness campaign of EEC and United Way. With a holistic framework, STEM supports a child's overall academic and personal interests and natural curiosity. Activities in out of school time programs should be considered a unique opportunity to move forward the STEM agenda. The amount of time children spend in out-of-school programs, coupled with the non-high stakes environment of these programs, can allow STEM to be effectively integrated in activities and lessons in a way that is exciting for a child, as opposed to the school curriculum which many children often view as dry. Out-of-school time programs also scaffold children's summer learning loss and help children make up that gap more quickly.</p> <p>One obstacle observed is that the early childhood workforce has not had the opportunity to better understand STEM skills. Even though they have practiced these skills with young children in their day to day work, many are unable to articulate how they teach STEM to young children. STEM is taught during the school day, and again it was explained that out-of-school time programs provide an opportunity to reinforce school learning.</p> <p>The 2011 STEM Summit was the first discussion to include early childhood and out-of-school time strand for discussion. Using the current momentum in this area, Mr. Baimas stated we are in an ideal place to advance the Massachusetts STEM plan. He then described the five (5) quantitative goals:</p> | Quality |

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| | | | <ul style="list-style-type: none"> • Increase student interest in STEM • Increase STEM achievement of PreK-12 students • Increase the percentage of students who can demonstrate readiness for college-level study in STEM fields • Increase the number of students who graduate from a post-secondary institution with a degree in a STEM field; and • Increase the number/percentage of STEM classes led by effective educators, from PreK-16 <p>Mr. Baimas noted that these goals have been incorporated into EEC's Race to the Top - Early Learning Challenge grant proposal. EEC also addressed certain qualitative goals in its grant proposal including that academic preparation begin in PreK, through family engagement and collaboration of STEM employers and professionals.</p> <p>Chairperson Chesloff expressed his excitement at the incorporation of specific STEM goals into the early education system.</p> <p>Mr. Baimas continued the discussion by asking the panelists what is needed to further develop STEM learning in early education, and what are the challenges and next steps. The panelist described next steps and challenges, including:</p> <ul style="list-style-type: none"> • Professional development of workforce in STEM is extremely important and necessary to make this work possible • Better understanding that STEM work is intentional and integrated in all areas of learning and activities • Educators need to know that they are facilitators of further discussion and do not need to consider themselves experts in a particular area • The opportunity for STEM in the early years needs to be emphasized since we are currently reducing the number of children with the potential to be future scientists (gender gap already accounts for 50% loss) • There needs to be a balance in deepening educators' content knowledge of STEM, and the challenge of demystifying what it means to teach STEM | |

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| | | | <ul style="list-style-type: none"> Challenges exist as to how educators can intentionally integrate STEM during play and structured learning Continuing work to ensure that STEM work creates a passion in early learning and is age appropriate There must be the development of more joint professional development for teachers and out-of-school time educators <p>Secretary Reville noted the importance of connecting young people to STEM opportunities. Chairperson Chesloff added that this is the area where business partners can play an important, supportive role by providing opportunities for young people and teachers with STEM experiences. Board Member Wasser Gish commented that curriculum development in the afterschool context, aligned with the Common Core Standards, will be helpful.</p> <p>Board Member Childs expressed that gender biases are a challenge to STEM in K-12. She suggested that we look for women educators and professionals, who model science and math, to support women teachers to shift from seeing themselves as great story-tellers and readers to also seeing themselves as good with cutting, building, fractions and math. Ms. Magrane replied that MAP is working to support Guidance Counselors to change the message for girls from “science is hard” to “science is about changing the world.” Board Member Villegas-Reimers commented that many of the perceptions and challenges related to STEM are cultural. She reminded everyone that this difference shows that the basic need to ensure STEM success is the understanding of child cognitive development. Children are naturally little scientists and will be successful with proper guidance.</p> | |
| December 13, 2011 | Transportation: Preliminary Proposed Regulatory Amendments – Discussion | | <p>After hearing the statements from the public, Commissioner Killins reported that EEC will establish a workgroup on transportation for early education and care. The charge of this workgroup will be to provide the Department with feedback and recommendations by mid-February. She also noted that EEC distributed a revised transportation policy which incorporated feedback from the field and became effective December 12th. She explained that there are three areas that require further discussion: provider responsibility, vehicle monitoring and window tinting. Commissioner Killins stated that EEC plans to work with the RMV, DOT and HST to ensure its regulations and policies align with the existing laws of the Commonwealth.</p> <p>Board Member Wasser Gish provided the Board with an overview of the Policy and Research Committee’s transportation discussion. Regarding provider responsibility, the Committee stated that the regulations and policies need to clearly define the duties and expectations of child care providers before promulgation. The Committee requested a better understanding of the efficiency of electronic vehicle monitoring devices, as well as the costs associated with the purchase and installation of these devices. The Department should also consider leveraging its bargaining power at the state level to procure these devices and installation services in bulk. Lastly, the Committee asked for more data related to the</p> | Quality |

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| | | | <p>elimination of window tinting and the number of vehicles that would be impacted as well as the costs involved.</p> <p>Chairperson Chesloff asserted that the September incident was not the result of a lack of health and safety policies, but rather a failure by an individual to follow through in implementing the existing laws and policies. Chairperson Chesloff stressed the importance of balancing health and safety without being overly burdensome in amending the existing regulations and policies.</p> | |
| | FY13 Grant and Contract Planning: Educator/Provider Supports and CCR&Rs – Discussion | | <p>a. FY13 Educator/Provider Support (EPS) Grants</p> <p>Phil Baimas provided the Board with an overview of the EPS grants. In FY2012, EPS grant funding was reduced to \$3.17M. Of the available funds, 25% were earmarked for coaching and mentoring and 33% were targeted for competency development. In FY2012, the CAYL Institute worked with each grantee on an Acceleration Plan to advance individual goals and address challenges, which varied from region.</p> <p>Mr. Baimas reported that UMass Boston had studied the delivery system for professional development from its inception and presented the study's recommendations to help shape system development and focus investment. He added that the complete study is available on EEC's website.</p> <p>Mr. Baimas stated that these grants serve three service areas: educator and provider planning, coaching and mentoring and competency development. To accomplish the grant's goals and to align with the ELC application, EEC proposes the following changes to the FY2013 EPS Continuation Grant:</p> <ul style="list-style-type: none"> • Changes to the Overall Grant Requirements, include: (1) initiatives and activities must be clearly linked to QRIS; (2) activities shall be labeled as "Brain Building In Progress"; (3) intentional collaboration with regional Readiness Center required; (4) implement state-wide initiatives at the regional and local levels; (5) prioritization of services for educators in programs serving "high needs" children and programs in QRIS; (6) efforts to improve teacher quality by leveraging joint professional development across the mixed delivery system; (7) continuation work on regional acceleration plans; and (8) satisfaction survey of educators and providers. • Changes to Educator and Provider Planning, include: (1) broader consultation on local professional development needs and sharing opportunities; (2) incentives for educators to participate in coursework using MOUs and EEC's career ladder; (3) regular and frequent utilization of EEC's on-line courses; (4) publicize and facilitate access to opportunities beyond the grant (WGCH media platform, children's museums, and library resources); and (5) efforts to promote anti-bias curricula and culturally and linguistically appropriate practices. • Changes to Coaching and Mentoring include: (1) support evidenced based coaching and | Workforce Quality Access |

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| | | | <p>mentoring practices, which define qualifications, content, and duration of services; (2) continue building incentives with MOUs between educators and the programs that employ them; (3) intentional collaboration with new DHE Early Education and OST College Completion Specialist including degree completion for ELL educators; and (4) intentional collaboration with Regional Readiness Centers.</p> <ul style="list-style-type: none"> Changes to Competency Development include a focus on: (1) social- emotional development; (2) English language development and future development of standards; (3) formative assessment and data use; (4) family engagement; (5) children with high needs; (6) STEM; and (7) standards alignment. <p>Subject to final approval by the Board, EEC anticipates issuing the FY2013 RFP in February and awarding grants to successful bidders in April-May, 2012.</p> <p>Board Member Craig O'Brien reported that the Planning and Evaluation committee recognized that the ELC application has given us an additional blueprint to knit the system together and that the alignment between the Readiness Centers and EPS grantees should be an integrated system. Board Member Craig O'Brien added that Mr. Baimas had captured the committee's questions and concerns. Board Member Wasser Gish inquired about the number of EPS grantees that also serve as Child Care Resource and Referral (CCR&Rs) agencies. Commissioner Killins confirmed that 3 current CCR&Rs are also EPS grantees. Chairperson Chesloff remarked that it was great to see STEM integrated into this system and acknowledged that Massachusetts is ahead of the curve in this area.</p> <p>b. FY 13 Child Care Resource and Referral Contract Renewal</p> <p>Anita Moeller, Regional Director of EEC's Northeast Regional Office, provided an overview of the CCR&Rs within the context of the overall system of early education and care along with a brief history of the CCR&Rs in Massachusetts. In 2009, the new CCR&R contract was put out to bid resulting in the current three year contracts that began on July 1, 2010. The number of CCR&Rs decreased from 14 to 11. This procurement established a new business model for CCR&R services: Level 1 - Voucher Management, Level 2 - Information and Referral, and Level 3 - State-wide consumer education.</p> <p>In the context of the statewide system of early education and care services, Ms. Moeller confirmed that of the 11 existing CCR&Rs, only 2 are lead Coordinated Family and Community Engagement (CFCE) grantees, 2 subcontract with their local CFCE agency, 3 are lead EPS grantees (of the other 8 CCR&Rs: 6 are members of the EPS network in their region and 2 have subcontracts), and none of the CCR&Rs are affiliated with the lead Early Childhood Mental Health grantees.</p> <p>Ms. Moeller also provided the Board with FY11 CCR&R performance data. CCR&Rs were asked to provide a strategic plan for FY12 targeting areas of service delivery. Ms. Moeller presented the CCR&R goals and summarized performance data for the 1st quarter of FY12. She confirmed that EEC contracted</p> | |

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| | | | <p>with NACCRRRA to review the CCR&Rs' performance in Massachusetts and to develop a plan for the improvement as required by the legislature. The initial findings of the NACCRRRA study revealed that: (1) Massachusetts CCR&Rs do not meet the national definition for service delivery and best practice standards; (2) recruitment, training, professional development and oversight of child care providers is fragmented; (3) there are no standard definitions and measurable outcomes for services offered; (4) voucher management is labor intensive, paper laden and vulnerable to fraud; (5) Massachusetts is lagging behind in the use of technology in all areas of service delivery; and (6) access to family services for all families is confusing and disjointed. In response to these findings, NACCRRRA has provided the following preliminary recommendations: (1) adopt NACCRRRA's definition of a CCR&R; (2) adopt a managing network model through a competitive bid process; (3) consolidate all information and referral activities for all families through a single statewide call center and website; (4) ensure selected agency becomes NACCRRRA Quality Assured; (5) create a single statewide, web-based database of all early care and education programs including child care, pre-k, and Head Start programs; (6) adopt a web-based subsidy management system; (7) establish a single web-based training and technical assistance tracking system that shares data with the state professional registry and allows for transfer of training within the state. NACCRRRA will provide EEC with a draft report and a briefing on December 23rd and EEC will provide comments on the report by December 29th. The NACCRRRA final report will be presented at the January Board meeting.</p> <p>Ms. Moeller outlined key areas for the Board's consideration when reviewing the FY2013 CCR&R contract renewal. First, implementation of NACCRRRA recommendations may result in substantial changes to the current CCR&R contracts. If CCR&R services are rebid, EEC will need to purchase a redefined level of service. Geography and integration with other funding sources will also need consideration. Impact on families and their access to subsidies must be kept in mind as any transition to a new system unfolds. Lastly, a process for informing and gathering feedback from the field will be developed.</p> <p>Board Member Chi-Cheng Huang questioned whether there will be cost savings from the proposed changes. Commissioner Killins responded that the changes would not produce savings but the funds would be distributed differently. Secretary Reville asked whether there will be specific recommendations at the January Board Meeting. Commissioner Killins replied that there would be specific recommendations. For example, there is a gap in health and safety training and requiring existing CCR&Rs to assume additional duties related to this area may result in a substantial contract change and may require a new procurement.</p> <p>Board Member Wasser Gish described the Policy and Research committee's discussion on CCR&R services, stating that the report raised a number of questions. The committee agreed that EEC needs to develop a comprehensive vision of what the CCR&Rs should be doing and how they fit with EPS and CFCE grantees. She stated that if EEC is thinking about centralizing subsidy services, there needs to be a discussion on EEC's capacity to do so. Additionally, the committee wanted information about how these changes would impact families and stakeholders. Overall, the committee felt this was an opportunity to weave different facets of the system together.</p> | |

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| | | | <p>Board Member Craig O'Brien questioned if NACCRRRA had reviewed our infrastructure before recommending that Massachusetts adopt the NACCRRRAA definition of CCR&R. Commissioner Killins responded that the NACCRRRA report is looking through a specific lens and that the recommendations do not look at features such as QRIS and health and safety and do not account for the work being done by the EPS and CFCE grantees.</p> | |
| | Early Education and Care Facilities – Discussion | | <p>EEC Deputy Commissioner of Field Operations David McGrath noted that MA has been recognized as one of the nation's leaders in licensing. NACCRA rated EEC's regulations as the 5th in the country in their 2011 licensing authority survey, behind the Department of Defense, Oklahoma, Washington DC, and Illinois. Regarding physical facilities, EEC regulations defer to the State Building Code for construction of early education and care programs and require every facility, not located in a private residence, to have a certificate of occupancy. Licensing staff work cooperatively with educators to ensure that all early education programs comply with regulations for all types of buildings and properties.</p> <p>Mav Pardee, Program Director for the Children's Investment Fund then discussed her recent report entitled the Inventory of ECE and OST Facilities in Massachusetts. She explained that the Wellesley Center for Women reviewed random samples and an oversample in the City of Boston to assess the building environments. Ms. Pardee reported that fewer than 15% of the sites were developed for early education programs and that programs make modifications to meet licensing regulations. She explained that deficiencies in acoustics and daylight affect children's health and learning. Ms. Pardee added that indoor air quality also impacts children's ability to learn. Ms. Pardee noted that classrooms with adjacent bathrooms provided an increase in children's independence. Few sites had suitable outdoor space despite EEC's requirement of an hour a day of physical activity. In addition, many programs lacked indoor activity space to meet this requirement during times when using outdoor space was not possible. Ms. Pardee noted that 18% of ECE programs lack space for staff to do planning, meetings or administrative work.</p> <p>Ms. Pardee stated that the report was released in October, 2011 with five regional meetings conducted in Worcester, Springfield, Fall River, Metro Boston, and Reading. The report provided recommendations to EEC including how to (1) address hazardous conditions; (2) build partnerships with utility companies and focus on green improvements; (3) leverage community-development resources; (4) focus on quality improvement; and (5) identify a long term public capital funding source.</p> <p>Board Member Stanley asked Ms. Pardee to clarify what she meant by partnerships with utility companies. Ms. Pardee provided an example of a program that replaced its roof with a white colored material and added additional insulation. Because of these changes, the program received a rebate from the utility company.</p> <p>Board Member Huang questioned where programs might get funding. Ms. Pardee replied that the funds her organization provides are low interest loans. The organization raises funds from private sources</p> | Quality |

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| | | | <p>but they acknowledge they need to branch out to foundations and public sources to continue providing these loans. Currently the Children’s Investment Fund has \$5M available for loans, which would probably serve 3 or 4 programs.</p> <p>Board Member Craig O’Brien stated that the Planning and Evaluation Committee had reviewed the report at their last meeting. The committee was concerned that this was a targeted sample with public schools. Ms. Pardee acknowledged that the study was targeted to programs that serve subsidized children through vouchers and contracts. Board Member Craig O’Brien pointed out that this is a study of a subgroup and that the school assistance funds usually exclude preschools. In addition, the committee recognized that there is a need for more licensors as reflected in the FY2013.</p> | |
| | <p>Child Care Resource and Referral Agencies (CCR&Rs): Strategic Planning - Panel Discussion</p> | | <p>Commissioner Killins invited representatives from the CCR&Rs to participate in a panel discussion to respond to the NACCRA recommendations and address the proposed changes to the CCR&R contracts. The panel participants included Kim Dion, Program Director at Child Care Resources/Seven Hills Foundation (Region 2); Cyndi Couto, Program Director at PACE/Child Care Works (Region 5); Sue Hamlett, Program Director at Pre-School Enrichment Team (Region 1); and Corrine Corso, Program Manager at Child Care Circuit (Region 3).</p> <p>Ms. Couto began by explaining that the mission of the Massachusetts CCR&R network is to contribute to and strengthen the early childhood and school age system so that it meets the needs of all children, families, and educators, through the statewide coordination and delivery of high quality services including information, referral and consumer education, subsidy management, workforce development, and training and technical assistance. The CCR&Rs share EEC’s mission to provide the foundation that supports all children in their development as lifelong learners and contributing members of the community, and supports families in their essential work as parents and primary caregivers.</p> <p>Ms. Couto compared the recent CCR&R studies undertaken by CAYL and NACCRA on behalf of EEC. Both reports recommended that Massachusetts move toward a more coordinated and efficient state delivery system. With respect to access, both reports stated that the CCR&RS should continue to forge strong relationships with families, child care providers, social service providers, and employers, and use these relationships to connect clients and providers to other services in the community. In addition, work should be done to coordinate a collaborative statewide system of early childhood education and care that strengthens families. The CCR&Rs should improve statewide standards and benchmarks for quality; continue to provide support for all families through active referral and consumer education; continue to provide professional development for individuals and programs; continue to provide voucher management services in Massachusetts; and expand and improve the quality of existing databases for effective delivery of core services. Lastly, the CCR&RS should utilize technology to create efficiencies and to improve accuracy, efficiencies, and staff productivity. The Massachusetts CCR&Rs are generally in agreement with these recommendations and are ready to develop a plan for implementation of these recommendations.</p> <p>In addition, the Massachusetts CCR&Rs recommend implementing shared goals through a model that creates a collaborative statewide system but maintains regional reach to best serve families and</p> | Infrastructure |

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| | | | <p>programs. Regionalization provides critical opportunities for personal connections when technology or phone contact cannot meet all needs. The CCR&Rs provide culturally and linguistically appropriate support to families and communities they serve. The Massachusetts CCR&R Network encourages EEC to engage in a thoughtful discussion with key stakeholders during the third year of the existing contract to develop a comprehensive, coordinated plan that will best meet the needs of families, providers and the local community.</p> <p>Board Member Huang asked whether any of the recommendations could be addressed immediately or if they require long-term changes and must be re-bid. Ms. Couto responded that small changes could be implemented but establishing a managing network would need to be re-bid. Board Member Wasser Gish expressed that EEC needs to determine what its overarching vision is, what will the proposed changes look like in relation to other initiatives, and what impact these changes will have on families. Chairperson Chesloff asked about the next steps before the January Board meeting. Ms. Moeller responded that the final report from NACRRRAA is due by the end of December. Board Member Craig O'Brien inquired as to what the Board needs to have in play for February, 2012. Commissioner Killins replied that EEC needs to have a general consensus from the Board in January so staff can develop the RFP to be issued in February, 2012.</p> <p>Kim Dion asked the Board what is the timeline for the Unified IT System. Commissioner Killins responded that there will be some changes by January, 2012, but that EEC is not expecting to have a centralized subsidy system by then. Ms. Couto suggested that small changes to the contract could be made through a contract amendment. Commissioner Killins opined that she felt the changes were larger in nature. Commissioner Killins asked the panel members why the EPS, CCR&Rs and CFCE grantees do not seem able to talk to each other and collaborate. Ms. Hamlett replied that in Region 1, there is no delineation between the EPS and CCR&R staff and services but acknowledged that voucher management was not performed in all areas. Ms. Couto noted that in Region 5, PACE/Child Care Works is a partner with the EPS grantee but is not actually the grantee. Corrine Corso added that in Region 3, the CCR&R is only a subcontractor with the EPS grantees. It has been at the table for discussions, but it does not have any decision making power.</p> | |
| January 10, 2012 | Commissioner's Salary Adjustment – Vote | X | <p>Board Chairperson JD Chesloff began the discussion regarding the Commissioner's salary adjustment by describing the prior Board votes in 2010 and 2011 related to the Commissioner's performance evaluation. In 2011, he highlighted the fact that the Board acknowledged an on-going issue of equity relative to the compensation of the Commonwealth's three Education Commissioners and endorsed, subject to appropriation and the availability of sufficient funding, an equity adjustment to compensate the Commissioner in a manner consistent with her peer Education Commissioners and based upon a factual, evidence-based analysis of relevant data. Based on a determination that there is sufficient funding, a motion was made to increase the Commissioner's salary by 6.6%.</p> <p>Board Member Craig O'Brien reinforced the need for an equity adjustment by stressing that EEC is an equal Department within the Secretariat. Board Member Childs recognized the equity issue, but also acknowledged the economic condition of the Commonwealth, which has placed a freeze on access and a</p> | Infrastructure |

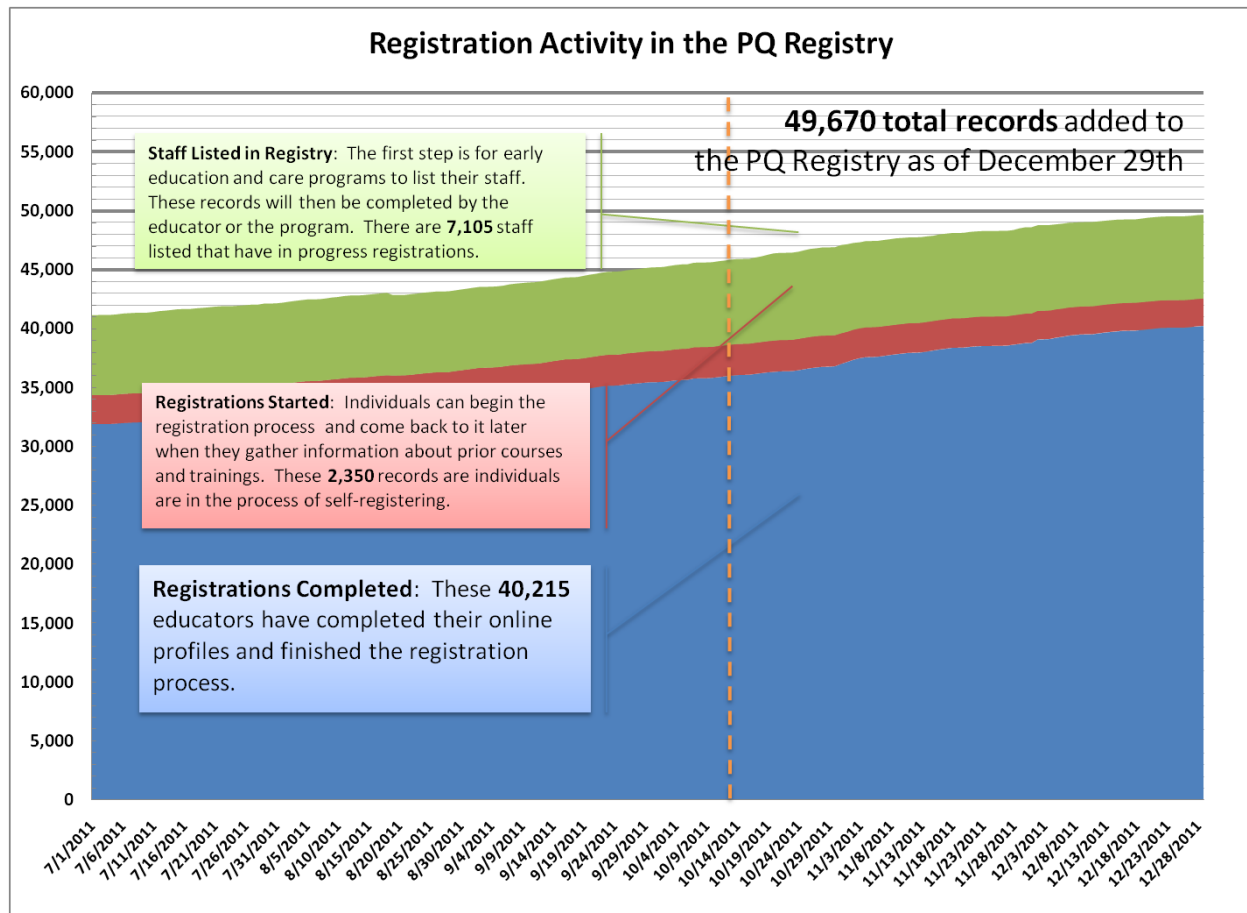
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| | | | <p>reduction in the number FTE's that the Department can employ. She noted that a salary adjustment was hard to support in light of these economic conditions, but stressed that her concerns were not related to merit and/or equity. Board Member Villegas-Reimers acknowledged both sides, but emphasized the importance of equity to raise the perception of early education within the larger view of education in Massachusetts. Board Member Anderson Chase recognized the economic climate, but noted that EEC was fortunate to have someone with the talent and skill of Commissioner Killins. She noted that if Massachusetts wished to continue to track talent and serve as a model for early education nationally, it was important to move forward on an equity basis. Board Member Huang noted that the decision is both easy and hard at the same time, but stated that EEC's has a great leader that played an important role in bringing \$50M to the Commonwealth through RTT-ELC. Secretary Reveille stated that the Commissioner has his full support and that the modest increase was an appropriate middle ground in recognizing her leadership and performance. He also noted that the Board should be cautious in its equity argument, by noting that each agency targets different age groups, different approaches, and other factors.</p> <p>On a motion duly made and seconded, it was voted that the Board of Early Education and Care approve a 6.6% increase to the Commissioner's annual salary, retroactive as of July 1, 2011. The motion passed by majority vote with one dissenting vote by Board Member Childs.</p> | |
| | FY13 Systems Planning: Educator/Provider Supports – Vote | X | <p>Phil Baimas provided the Board with a streamlined overview of the proposed policy changes to the EPS grants for FY13, which were discussed last month. He confirmed that there were no changes to the previous discussion and that the goal for today's presentation was to obtain a vote on the proposal from the Board. Mr. Baimas stressed the importance of establishing professional development opportunities early, so that the field can adequately plan/schedule their educational development.</p> <p>Board Member Child asked if the FY13 EPS grants were an open procurement. Mr. Baimas noted that the EPS grants are continuation grants for existing grantees. Secretary Reveille asked EEC to clarify what is meant by intentional alignment with the other education sectors. Mr. Baimas confirmed that overlapping services currently exist between EPS partners, IHEs, and Readiness Centers and noted that the primary focus of the EPS grants was on working adults to ensure meaningful access to educational opportunities more efficiently. Commissioner Killins noted that EEC learned several lessons through the prior Building Careers model, as a result the EPS grants intend to create a broader model to provide a continuum of support from Workforce Development through Higher Education. Board Member Craig O'Brien noted that the proposed changes were based on a detailed review of evaluation data, which highlight system knitting efforts.</p> <p>On a motion duly made and seconded, it was voted that the Board of Early Education and Care approves, subject to appropriation, the Department's proposal for procuring educator and provider support services, as described in the January 10, 2012 Board Presentation. Motion passed unanimously.</p> | Workforce |

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| | FY13 Systems Planning: Child Care Resource and Referral Services – Discussion | | <p>Anita Moeller, Regional Director of EEC’s Northeast Regional Office, provided the Board with a streamlined overview of the CCR&Rs within the context of the overall system of early education and care along with a brief history of the CCR&Rs in Massachusetts. She also noted that EEC has received input from several entities expressing a need for change in the delivery of CCR&Rs services in Massachusetts, including the Legislature, CAYL, the SAC Needs Assessment, NACCRA, and the CCR&R Network. In addition, EEC needs to better align its CCR&R services within the context of the statewide system of early education and care, as part of the Commonwealth’s RTT-ELC initiatives. Next steps towards the reorganization of CCR&R services including reviewing the findings of the NACCRA evaluation, hiring a consultant to shape the scope of the services going forward, ending current Level 3 Enhanced Consumer Education Services effective June 30, 2012, ending all current Level 1 and Level 2 contracts effective December 31, 2012, and moving forward with a procurement to implement the CCR&R service model with an expected start date of January 1, 2013.</p> <p>Board Member Childs acknowledged that the Level 3 funds would be redistributed to the Brain Building in Progress Campaign, but inquired as to how long these funds would be committed. Commissioner Killins explained that the Brain Building in Progress was one form of consumer education, which has always been a part of CCRR services in Massachusetts. Board Member Wasser Gish noted that the Policy & Research Committee was generally support of the reorganization efforts, but cautioned that the Department needs to be cognizant of internal capacity to perform centralized functions; to understand that it is developing a system to support all families, which is flexible and responsive; to clarify the role of parent education related to QRIS and UPK; and to conduct outreach to gain feedback from external stakeholders in the design of the new system.</p> | Quality Access |
| | FY13 Systems Planning: Universal Pre-Kindergarten Program – Discussion | | <p>John Swanson, EEC Policy Analyst, provided the Board with a brief overview of the UPK program, including the overall objectives and recommendations for FY13. With respect to the FY13 objectives, Mr. Swanson highlighted 5 substantive changes:</p> <p>(1) Requiring all UPK Grantees to achieve Level 3 on the MA QRIS. He noted that current grantees unable to achieve Level 3 will be grandfathered in for one year. Board Member Craig O’Brien noted that Level 3 was chosen because it was the first level that requires external evaluation. She also expressed concerns about the reduction of UPK grantees in the Commonwealth and that by aligning UPK with QRIS, the Department was increasing its efforts to incentivize the field to be invested/engage with the entire system. Board Member Wasser Gish noted that the Policy & Research Committee had an opportunity to ask questions and was supportive of the alignment with QRIS and the use of the funds in a targeted way.</p> <p>(2) Focusing on programs providing access to “high needs” children. Mr. Swanson noted that the Department is moving towards a broader definition of high needs children, as incorporated in the RTT-ELC application and that programs will be required to conduct formative assessments and screenings of children to identify high needs. Board Member Craig O’Brien noted that self-</p> | Quality |

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| | | | <p>reporting data from families indicated the 80% of children are enrolled in some form of early education and care program prior to Kindergarten entry. She hoped that by broadening the definition of high needs the Department could move towards closing the achievement gap by allowing for an alternative point of entry that was not aligned with family need.</p> <p>(3) Substantive changes to pre-conditions for grant eligibility, include requiring programs to serve high needs children; the ability to demonstrate movement towards median salary for lead teachers; mandating a program match; imposing a competitive aspect for funds on an annual basis to incentivize continued efforts to achieve high quality; and demonstrated alignment with each program's local K-3 district. Board Member Craig O'Brien highlighted the opportunity to leverage community resources to provide tuition assistance; she also noted that alignment with the B-8 framework is an intentional effort to engaged with local school districts. Board Member Wasser Gish noted multiple questions from the Policy & Research Committee, including how to best balance grant allocation to ensure that the limited funds are not too diffuse to make an impact. The Committee asked if there was a way to apportion funds to a community, as opposed to specified programs. She also stressed the importance of continuity of care for children. Board member Anderson Chase acknowledged that the children first approach was consistent with the health and human service model.</p> <p>(4) Grant funding formula will be revised; however, the grants will remain as grants to programs, not children. Mr. Swanson noted that the allocations will be based on percentages of high needs children enrolled, among other factors related to subsidized children. Board Member Craig O'Brien noted that the new formula was representative of the notion of shared expense and an effort to be more inclusive. Board Member Wasser Gish noted a question of equity in the funds and noted that the Committee asked about the intersection of high needs and rates.</p> <p>(5) New approved uses of UPK funds for FY13. Mr. Swanson noted that EEC is seeking to expand the approved usage of funds to include efforts to expand access to high needs children; and noted that UPK funds should not be used to help programs advance levels in QRIS. Board Member Wasser Gigh noted that the Policy & Research Committee recommended that the Department reach out to the Legislature before implementing any approved usage that may not align with the budget language and/or statute.</p> <p>Mr. Swanson also presented next steps, which include a presentation to the Policy and Evaluation Committee on January 26, 2012 and a vote at the February 2012 Board meeting, which allow EEC to</p> | |

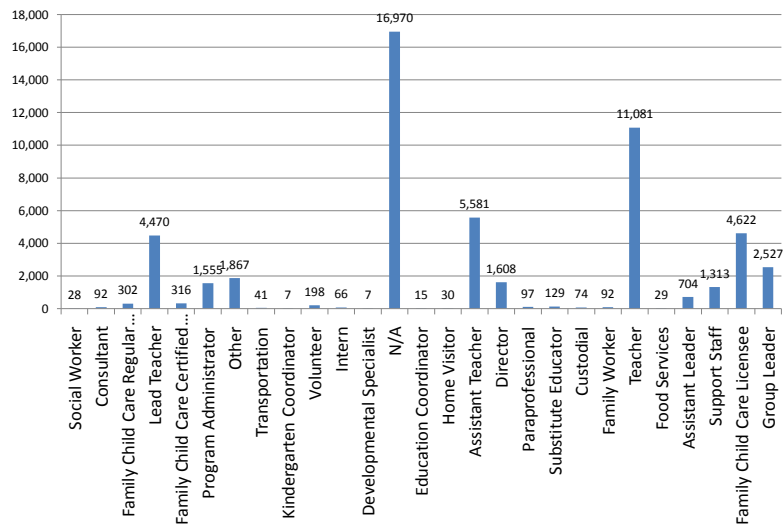
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| | | | move forward with an RFP in February or March. | |
| | Needs Assessment Survey Results and Parent/Educator Response – Discussion and Panel Discussion | | Kenley Branscome presented the Board with a summary of the results of the family and educator survey that was conducted as part of the State Advisory Council's Needs Assessment. In addition to the survey results, a panel of parents and educators discussed their experiences with the early education and care system in Massachusetts. | Access Quality Communication |

Appendix M: Professional Qualifications Registry Data



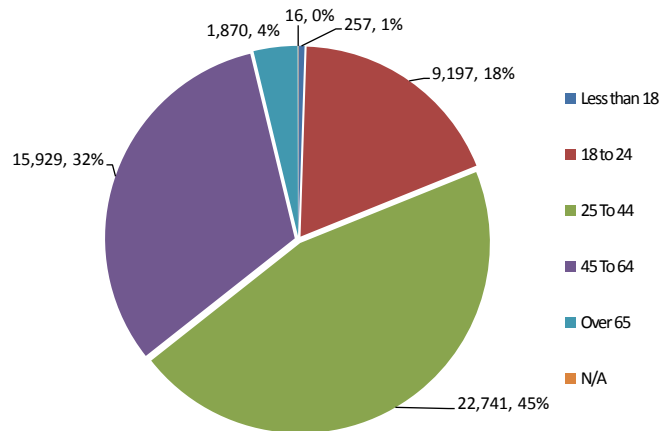
PQ Registry 3 January 2012

Position Type

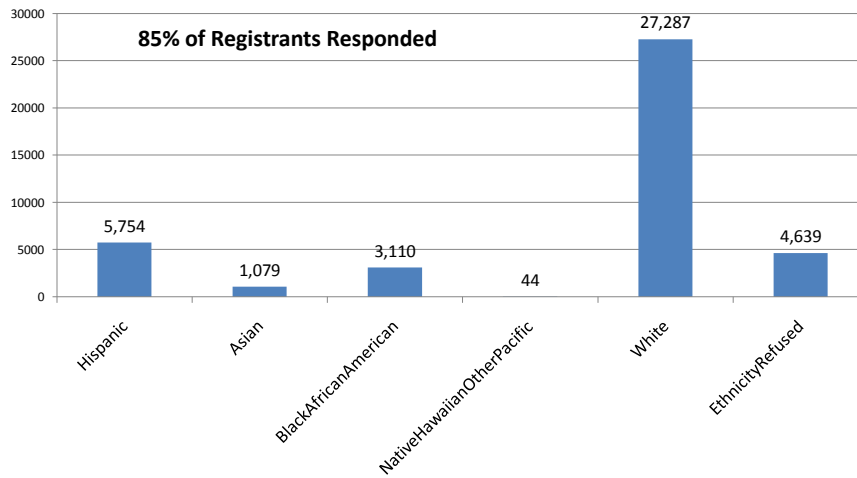


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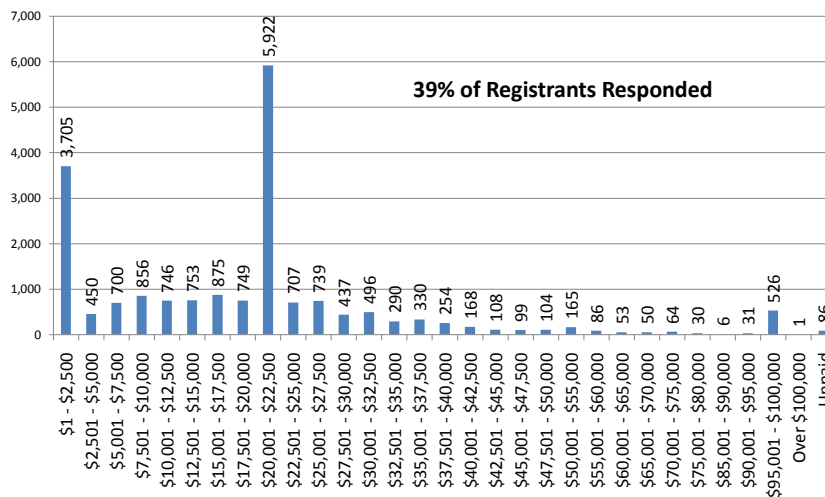
Age Range of Registrants



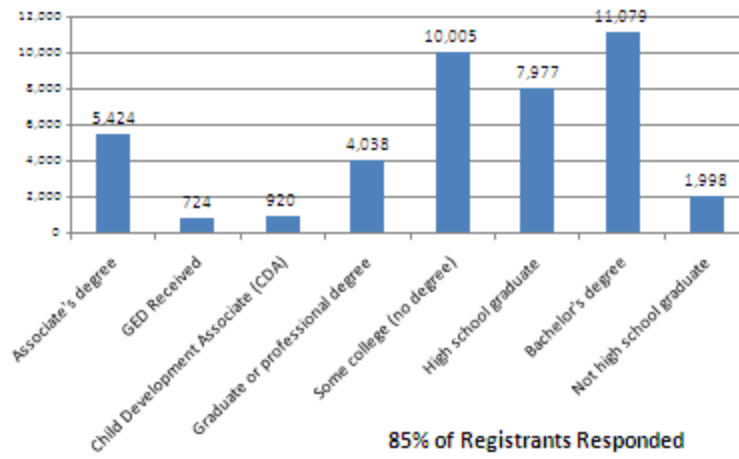
PQ Registry 3 January 2012 Race and Ethnicity



PQ Registry 3 January 2012 Registrant Salary

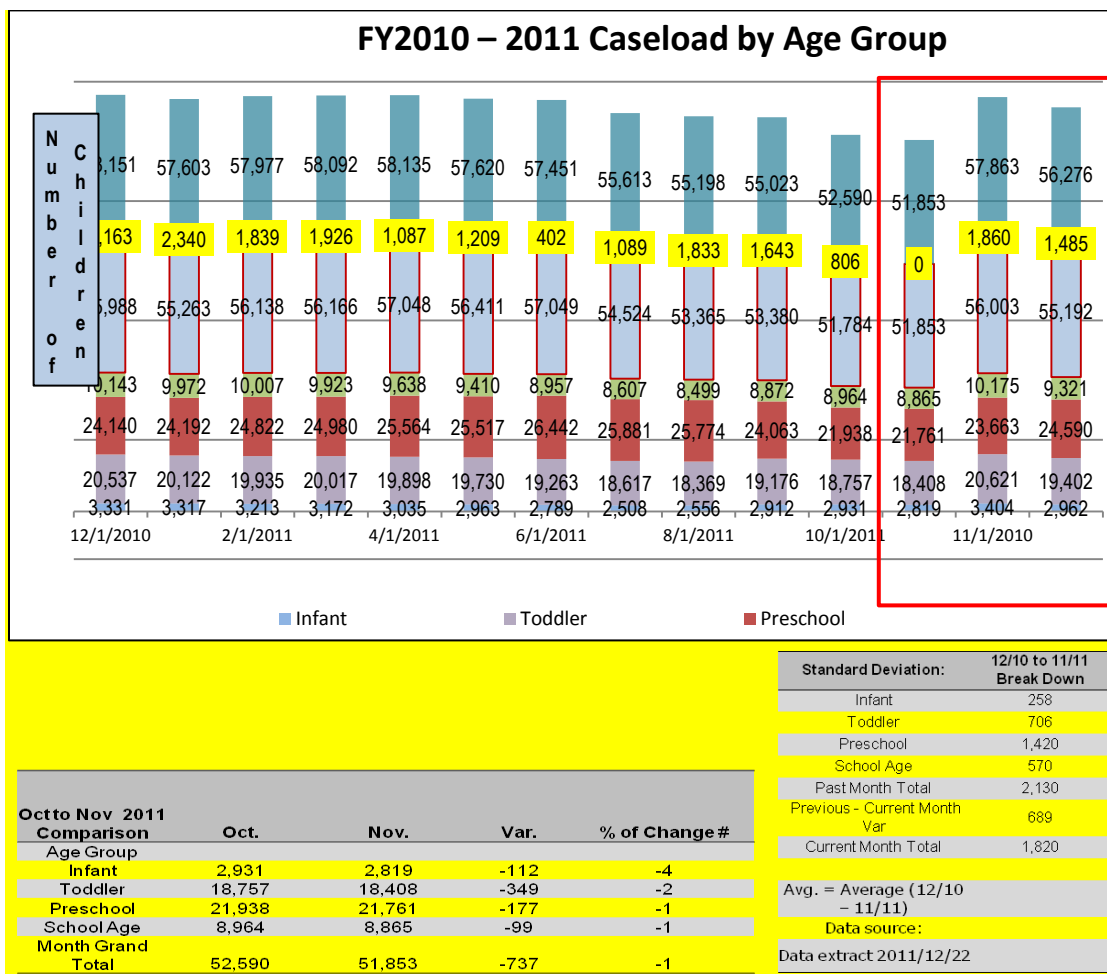


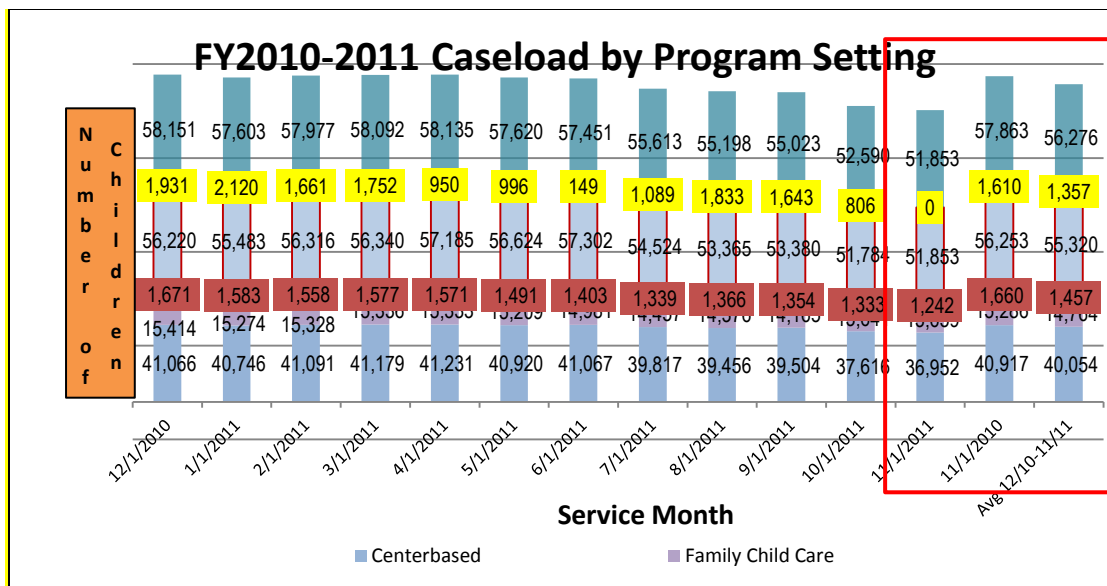
**PQ Registry 3 January 2012
Highest Education Attained**



Appendix N: Family Support, Access and Affordability Project Details

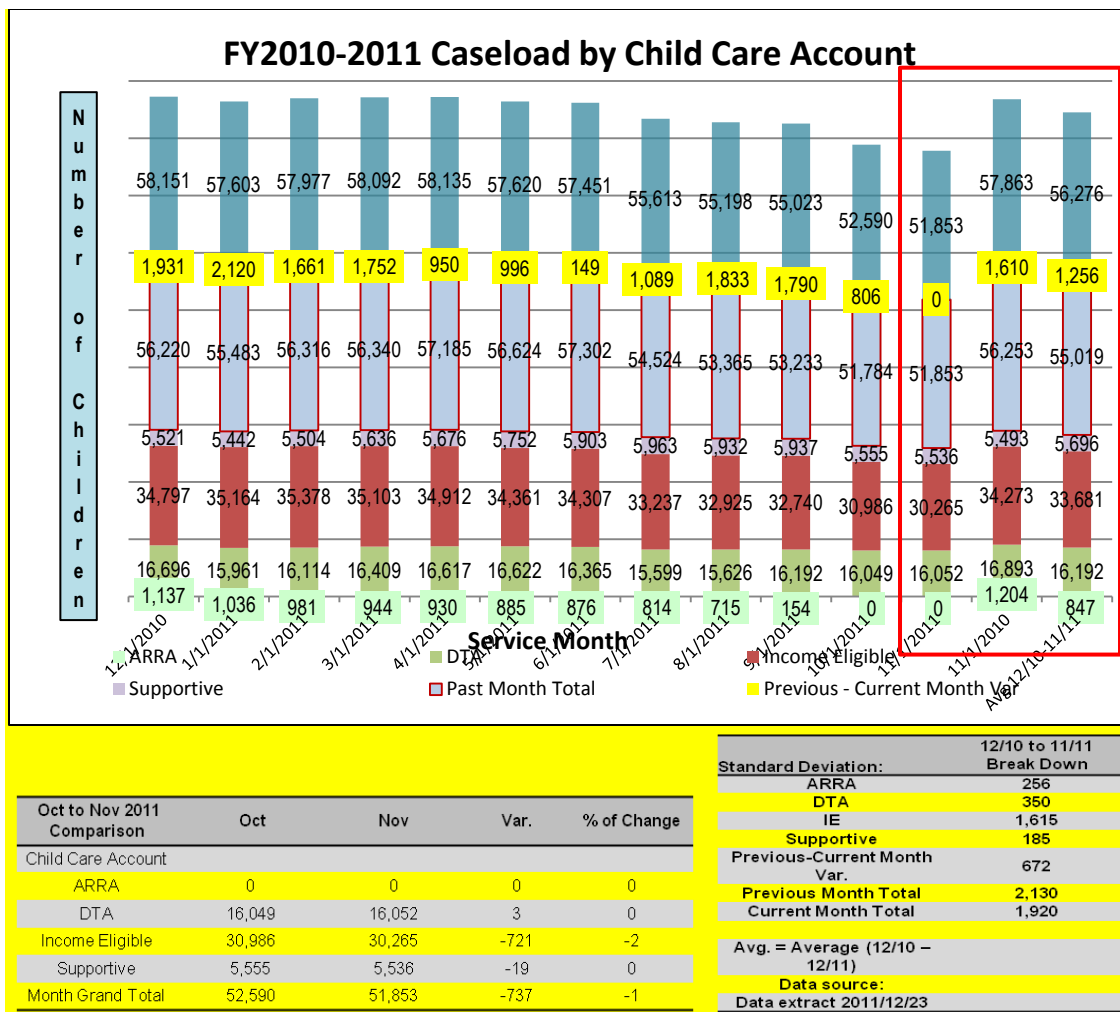
I. Increasing Access to Early Childhood Services to Families Seeking Financial Assistance Caseload by age group, program setting and child care account:





| | |
|-------------------------------------|-------------------------------|
| Standard Deviation: | 12/10-11/11 Break Down |
| Center-based: | 1,393 |
| Family Child Care: | 644 |
| In-Home: | 128 |
| Previous-Current Report Month Var.: | 664 |
| Previous Month Total: | 2,130 |
| Current Month Total: | 1,909 |
| Avg. = Average (12/10 – 11/11) | |
| Data source: | |
| Data extract 2011/12/23 | |

| Octto Nov 2011 Comparison | Oct. | Nov. | Var. | % of Change # |
|---------------------------|--------|--------|------|---------------|
| Center-based | 37,616 | 36,952 | -664 | -2 |
| Family Child Care | 13,641 | 13,659 | 18 | 0 |
| In-Home | 1,333 | 1,242 | -91 | -7 |
| Month Grand Total | 52,590 | 51,853 | -737 | -1 |



- II. **Coordinated Family and Community Engagement (CFCE) Grant - Focus and Consolidation**
- EEC continues to build the capacity of the Coordinated Family and Community Engagement network across Massachusetts. In FY12, grant priorities were consolidated, focusing on the critical role of families in their child's development, the importance of early and family literacy, and providing families with access to locally based comprehensive services and supports, with particular attention to engaging and serving isolated and/or hard to reach families, and supporting families through the continuum of services and supports needed for child development birth to 13. Grantees continue to develop and implement coordinated and collaborative community wide plans to enhance family access, education, and support across and within early education and care program models, to realize efficiencies and promote greater outcomes through shared resources and efforts.

On September 12th, Commissioner Killins met with CFCE coordinators to discuss a comprehensive and consistent approach to meeting the CFCE grant priorities and the connection of these priorities to the Early Learning Challenge. Participants engaged in small group discussions operating from the premise that EEC must ensure equitable and effective implementation of the family engagement and strengthening families' activities across the state to support child development. This will be an ongoing dialogue with the CFCE grantees as we

move forward with our vision of a consistent system of family engagement and support across the Commonwealth.

For the FY12 Budget, the Legislature combined the Quality Support (3000-6000) and Family Support (3000-7050) accounts into one new account, Services for Infants and Parents (3000-7050). The merger of accounts and the allocation of funds to Reach Out and Read in its own appropriation resulted in a reduction of 6.2% in total funds available to CFCE. As a result, the revised FY12 CFCE funding level is \$13,615,343.

The eligibility amounts released with the FY12 RFR were based on meeting certain criteria (Level 4 school district, DPH Home Visiting Community, and child poverty at greater than 50%) and maintaining our baseline grant amount at \$33,780. EEC applied these same criteria when creating the revised CFCE allocations. To apportion the allocation of \$13,615,343 among the CFCE grantees, the following formula was applied:

- A 5.50% reduction for grantees meeting 3 criteria
- A 5.75% reduction for grantees meeting 2 criteria
- A 6.50% reduction for grantees meeting 1 criteria
- A 7.50% reduction for grantees meeting no criteria
- Grantees under \$100K and between \$33,780 have a cut of 4.75% (rounded) or a cut/increase dollar amount equal to aligning grant total to \$33,870.
- No one under \$33,870 (minimum level to sustain staff for a full year) has been cut.

Grantees were required to submit revised budgets and signed standard contract forms in a very tight timeframe in order to get their first 1/6 payment to support summer programming.

III. **Coordinated Family and Community Engagement (CFCE) Grant – Family Involvement**

All CFCE grantees have parent representatives on their councils. Parents are encouraged to play leadership roles in the CFCE council, to review and make recommendations for programming that are responsive to the needs of children and families in the community.

Following are examples of the work CFCE grantees are doing to ensure families are aware of resources:

- Through their “Baby’s First Year (BFY)” group, one rural grantee provides groups for parents with children less than one year of age. Offered twice a week in two different time slots, parents and infants come together to learn about child development and to build confidence and competence as a parent of a newborn, while building social connections and reducing isolation. The group is facilitated by a pediatric nurse. These groups provide the CFCE staff with opportunities to provide families with information about comprehensive services and other resources available to support their needs.
- The Lynn CFCE is serving 92 pregnant teens and teen parents in the Lynn High Schools and Junior High Schools. In collaboration with the nursing staff, weekly groups for both mothers and fathers are conducted to offer support with parenting issues, self-esteem, the challenges inherent in being a teen parent, communicating with the extended families, and obstacles that may occur in balancing school/parenting responsibilities. The Lynn CFCE collaboration with Endicott College and the “Keys To Success Program” has allowed some of their teen moms to spend a weekend on Endicott’s campus for the last two years to attend workshops/support groups targeting teen parents.

IV. Financial Assistance Programs for Priority Population (a.k.a. Priority Populations) Contracts

Provide access to high-quality early education and out-of-school-time care for families that are identified as belonging to one or more of EEC's Priority Populations. These include families who either have open cases with the Department of Children and Families (DCF) or who are DCF approved for 6 months of continuity of care after their open case has closed; have a parent that is under twenty years old; or are homeless and living in a Massachusetts' shelter, or have been found eligible for shelter but are placed in hotels because there are no available shelter beds or are participating in a Department of Housing Diversion program and are authorized for early education and care services by a regional Department of Housing and Community Development DHCD Homeless Coordinator. The contracts were issued in July 2010 for an initial term of three years with two, two-year options to renew. In 2011 EEC holds 125 support contracts serving 5,278 children, 44 teen parent contract serving 524 children, and 36 homeless contracts serving 596 children across the state. In addition, EEC has awarded 433 expansion slots that were distributed to supportive providers based on their contract size.

V. Coordinated Family and Community Engagement (CFCE) Grant – Recognition that Families are Children's First Teachers

Following are examples of the work CFCE grantees are doing to ensure families are recognized as their child's first teacher and have access to literacy supports.

- a. One grantee has established a Literacy/Music project in collaboration with the public schools, the Parent-Child Home Program, the Housing Authority, cable television, Early Intervention, a local mental health agency and the public library. The project involves using music and text with preschoolers and their families.
- b. In Chelsea, the Parents as Teachers model engages families in early literacy activities. Parents who have participated in the model are being trained to facilitate groups for other parents.
- c. In Attleboro, the CFCE grantee offers the Parents as Teachers (PAT) home visiting program. Through the PAT "Born to Learn" curriculum, parents are introduced to core concepts of language and literacy development. In addition, community wide literacy events and an on-site lending library are available to all families in Attleboro.
- d. Lynn Public Schools formed a partnership with the Lynn Public Library, a literacy consultant and an early childhood teacher from the Harrington Elementary to plan and execute a comprehensive intergenerational family literacy initiative known as PACT (Parent and Child Together Time) for targeted early childhood children, and their parent(s). (Nicole, this was done by the CFCE, but they did receive additional funding from EEC to do it, so I am not sure Sherri will want to include this example)

VI. Reach Out and Read (ROR)

- o Doctors, nurse practitioners, and other medical professionals incorporate Reach Out and Read's evidence-based model into regular pediatric checkups, by advising parents about the importance of reading aloud and giving developmentally appropriate books to children. The program begins at the 6-month checkup and continues through age five, with a special emphasis on children growing up in low-income communities. Families served by ROR are found to read together more often, and their children enter kindergarten with larger vocabularies and stronger language skills, better prepared to achieve their potential.

- **Massachusetts ROR - Goals and Outcomes:** EEC continues to build connections between ROR pediatric sites and CFCE grantees to create linkages for families to early education and care resources and supports.
- **Reach Out and Read (ROR) FY12 Grant Goals**
 - Goal #1 Reach Out and Read will direct expansion efforts to areas in the state in significant need, as determined by available funding.
 - Goal #2: Reach Out and Read will strive to train and retrain 50 medical providers with our online training as well in “Grand Rounds” in person trainings in hospitals.
 - Goal #3 Staff will conduct at least 100 in-person quality-assurance and support visits, as well as holding conferences for ROR providers and continue to invite providers to participate in the quality improvement project.
 - Goal # 4: ROR will provide at least 135,153 books through this grant to ROR programs throughout the year.

In addition to these grant goals, ROR , in collaboration with EEC is offering two literacy conferences in FY12, in Lawrence and Brockton, to build on the success of our joint literacy conference, “The Journey toward Literacy Begins at Birth...and Beyond” in April 2011. While registration has been extended to a variety of stakeholders working with families in community, CFCE coordinators and ROR practitioners are the target audience for these conferences.

Reach Out and Read is also participating in EEC’s Help Me Grow initiative, in particular, piloting the Ages and Stages Questionnaire (ASQ) in a pediatric setting.

VII. **Strengthening Families**

EEC continues to embed the Strengthening Families Protective Factors framework across grant programs. In addition to the Coordinated Family and Community Engagement Grant, examples include:

- The Priority Populations Request for Response (RFR), procurement identifies the Strengthening Families Protective Factors as an overarching framework for contractors working with priority populations, including supportive, homeless and teen parents. This is a \$84 million dollar procurement.
- The Educator and Provider Support Request for Response (RFR) EEC asks potential grantees to identify the number and percent of educators served with an individual professional development plan that addresses their training needs in a variety of areas, including the Strengthening Families Protective Factors.
- The Child Care Resource and Referral RFR requires contractors is to prepare and disseminate information about the Strengthening Families approach for providers and families as well as provide a link on their website to more information about the SF approach is included.
- The ARRA funded CFCE Strategic Planning Incentive Grant to Local Communities, required bidders to describe how they would incorporate the Strengthening Families self-assessment in their strategic planning process. In the FY11 CFCE Grant, EEC is working with the Children’s Trust Fund to provide trainer sessions on Strengthening Families. Trainers who participated in the sessions received copies of *Strengthening Families – A Guidebook for Early Childhood Programs*. EEC and CTF will continue to work together in FY11 to offer at least 6 more trainer activities

Appendix O: Communications Project Details



Media Articles

- **March 2011**
 1. March 21 “Summer programs boost achievement during school year” Boston Business Journal by Mary Moore
 2. March 22 “Reading program a success; Lynn kids fight summer skill loss” Thor Jourgensen / The Daily Item
- **May 2011**
 1. May 25th Everett Independent feature on Commissioner Killins’ visit to the For Kids Only program with Senator DiDomenico
- **June 2011**
 1. June 2nd “MetroWest Early education centers receive state funding” Metro West Daily News
 2. June 7th, “Early Education programs in Beverly to receive state grants”, Boston.com
 3. June 7th, “Somerville YMCA programs received early education grants”, Wicked Local
 4. June 7th, “Three Quincy programs receive early childhood development grants” Boston.com
 5. June 8th “Waltham Day Care Center Receives \$10K State Grant” boston.com
 6. June 8th, “Kiddie Lodge Scores State Education Grants” boston.com
 7. June 9th, “Somerville YMCA programs win grants for early education” boston.com
- **July 2011**
 1. July 22nd, “Business leaders in Massachusetts convene on ways to improve early education” Springfield Republican
- **August 2011**
 1. August 22nd “United Way launches early childhood public service announcement” Boston Business Journal - by Mary Moore Monday
 2. August 29th “Building Awareness of Brain Building” [Eye on Early Education](#) blog (Strategies for Children/Early Education for All)
- **October 2011**
 1. October 2nd “State Aims to Test Its Youngest Students. Not MCAS but a first for kindergarteners” Boston Globe
 2. October 3rd “Proposed new union for Massachusetts private child-care employees splits early childhood advocates” Springfield Republican
 3. October 12th “Study: Many Mass. day care centers deficient” Boston Globe (Sean Murphy)



Press Releases

- **February 2011**
 - For immediate release: February 11, 2011: “New System Launched to Measure and Report on Quality of Early Education Providers: Quality Rating and Improvement System to Increase Program Expectations and Accountability”
- **March 2011**
 - For immediate release: March 1, 2011 “Report Shows Progress Made Towards Increasing Excellence and Accountability in Early Education and Care and Out-of-School Time”

- For immediate release: March 21, 2011 “Summer Literacy Instruction Efforts Touted for Student Learning
- **April 2011**
 - For immediate release: April 08, 2011 “New Partnership Advances Students’ Success through Early Literacy Development”
 - For immediate release: April 15, 2011 “Massachusetts Celebrates Week of the Young Child”
- **May 2011**
 - For immediate release: May 05, 2011 “Governor Patrick Visits Berkshire Meadow Lane Head Start Program”
 - For immediate release: May 25, 2011 “Massachusetts to compete for Race to the Top Early Learning Challenge funds”
- **June 2011**
 - For immediate release: June 01, 2011 “2.8M in Program Quality grants awarded”
- **August 2011**
 - For immediate release: August 22, 2011 “Public Awareness Initiative Focuses on the Importance of Early Education and Care for the Commonwealth’s Future”
- **October 2011**
 - For immediate release: October 19, 2011 “Massachusetts Submits Race to the Top – Early Learning Challenge Proposal”
- **December 2011**
 - For immediate release: December 16, 2011 “Patrick-Murray Administration Announces Massachusetts Awarded Federal Grant in President’s Early Learning Challenge Competition”

EEC Board Meetings

The EEC monthly board meetings are held both in the EEC Central Office as well as various locations across the state including Bridgewater State University (March 8, 2011), Springfield College (May 10, 2011), Westwood Public Schools (October 11, 2011), and in Lawrence (December 13, 2011).

Agendas and meeting dates for these meetings can be found at:

<http://www.mass.gov/edu/government/departments-and-boards/board-of-early-education-and-care/eec-board-meetings/archived-eec-board-meeting-materials/>

Committees of the Board of Early Education and Care

(Planning & Evaluation Committee, Policy & Research Committee and Fiscal Committee; and former Committees: Policy & Fiscal Committee, Research & Communications Committee and Ad Hoc Committee on Board Operations). Agendas and meeting dates for these meetings can be found at:

<http://www.mass.gov/edu/government/departments-and-boards/board-of-early-education-and-care/>

Advisory Council Meetings

Meeting dates for these meetings can be found at: <http://www.mass.gov/edu/researchers/early-education-and-care/early-education-task-force-and-presentations/eec-advisory-council/fy2011-advisory-council-meeting-dates.html>

February 2011

- Legislative Report Framework
- Subsidy, Adoption and Foster Care Regulation Changes
- License Plate Fund
- Birth to 8 Community Planning
- Market Rate Survey

April 2011

- Updates on On-Going Activities: Review of EEC Advisory Sub-Group meetings held since last Full Advisory, Update on the goals and activities of the State Advisory Council (SAC), and QRIS Applications.
- System Development: Grant Renewals and Access Presentation
- Upcoming Board Agenda Items: Subsidy and Adoption and Foster Care Regulation Changes and CCDF State Plan

May 2011

- Joint Department of Early Education and Care/Department of Elementary and Secondary Education Presentation on PreK to Grade 3 Alignment
- Board of Early Education and Care/State Advisory Council on Early Education and Care (SAC) and Overview of the Board of Early Education and Care's role as the SAC Progress to date
- Quality Rating and Improvement System (QRIS) - Overview and update on launch and progress to date
- FY2011 Fiscal Update

June 2011

- Overview of May Sub-Group Meetings
- Race to the Top – Early Learning Challenge Grant
- Approaches to Linking to PK-3 in Massachusetts: Activities to Support Continuity for Children and Families Across Early Learning and Elementary Grades
- QRIS
- Early Childhood Information System (ECIS) Development
- State Advisory Council (SAC) Needs Assessment
- Northeast and Islands Regional Advisory Committee (RAC)
- Year-End Review of the Advisory Council Meeting Structure.

September 2011

- Race to the Top Early Learning Challenge

November 2011

- Race to the Top Early Learning Challenge
- Rate Reform

December 2011

- Rate Reform/Cost of Quality
- UPK and QRIS Alignment

January 2012

- UPK Alignment with QRIS
- Rate Reform/Cost of Preparation

Site Visits (by Region)

West

- 3-18-11: Springfield Site Visit
- 3-30-11: Western Mass Day-Pioneer Valley Readiness Center-Early Childhood Centers of Greater Springfield-Cherish Every child event-Northampton CFCE Council meeting-‘Talk with the Commissioner’ in Springfield with pre-meeting discussion with Mayor Higgins
- 5-6-11: Governor visit to Pittsfield Head Start Meadow Lane Program
- 5-10-11: Site Visit-Springfield College Child Development Center
- 7-11-11: James House Community Learning Center Grand Opening in Northampton
- 9-1-11: Peck School, Northampton

Central

- 3-22-11: Worcester/Mill Swan School-Spanish Child Growth & Development
- 7-12-11: YWCA in Worcester Playground Grand Opening
- 9-12-11: Worcester Comprehensive Education and Care
- 11-3-11: Whitinsville Community Center with Senator Moore

Metro Boston

- 4-11-11: Knowledge Beginnings site visit with Chair Peisch
- 4-21-11: Community meeting in Brookline
- 5-5-11: ABCD Head Start Program, Roxbury
- 5-11-11: For Kids Only Afterschool and Site Visit to Lafayette Afterschool Program
- 5-12-11: ‘Conversation with the Commissioner’ - Metro-Boston
- 5-20-11: Site Visit to SPARKS
- 5-31-11: Brookline Site Visit at Lincoln School Early Childhood and Meeting with Superintendent Lupini and Vicki Milstein
- 8-14-11: Transportation Children’s Center at Fenway Park
- 8-30-11: Haynes Early Ed Center- Site Visit

North

- 4-19-11: Child Care Circuit-Spanish Training/Community Talk in Lawrence
- 12/13-11: Community Day Care Center in South Lawrence

South

- 5-19-11: ‘Conversation with the Commissioner’ – Taunton
- 8-5-11: South Shore Day Camp-Site Visit
- 10-28-11: Barnum School in Taunton

Partner Meetings

- 2-3-11: Conference call Superintendent Chris Scott (Lowell Public Schools) Murkland School Prek
- 2-11-11: Connected Beginnings
- 2-18-11: CFCE meeting at Mass Bay
- 2-28-11: Birth to School Age Task Force meeting at EEC (follow up to Commissioner Killins presentation to Child and Youth Readiness Cabinet)

3-7-11: Head Start State Collaboration Office Advisory meeting at EEC
 3-23-11: MADCA
 3-24-11: Afterschool Stakeholders Meeting
 3-25-11: Mass Community College Early Childhood Educators meeting
 3-25-11: Aspire Institute-Presentation on Assessment
 4-8-11: EEC/Reach Out and Read literacy conference
 4-9-11: Urban College ECE Conference
 4-13-11: Early Ed for All Policy Meeting-UPK & QRIS/MADCA
 4-20-11: CFCE in Ludlow
 5-9-11: Boston Public Schools-Afterschool Funding
 5-9-11: EEA and Campaign for Grade Level Reading
 5-12-11: MAP update
 5-12-11: Head Start State Collaboration Office (HSSCO) Collaboration Workspace Webinar
 5-18-11: CFCE Quarterly Meeting
 5-25-11: Head Start and Public School Meeting in Westfield
 5-26-11: 6th Annual Community Dialogue on Early Education and Care/Head Start State Collaboration Webinar
 6-1-11: Head Start-Public Schools meeting in Framingham/Ware Public Schools
 6-2-11: Head Start Association Board meeting
 6-6-11: CSEFEL
 6-7-11: NACCRRRA meeting
 6-7-11: Head Start-Public Schools meeting in Boston
 6/13-11: Holyoke Superintendent of Public Schools
 6-15-11: Head Start and Public School Meeting/ECIS/Home Visiting Task Force Conference Call
 6-16-11: Thrive in Five/ South Side Appreciation Dinner (ABCD)
 6-17-11: Early Education for All
 6-23-11: STEM Advisory-Conference
 6-27-11: UMASS Donahue Institute/Child Care Circuit
 6-29-11: EEA Advisory Meeting / Head Start Advisory Meeting
 7-12-11: CCR&Rs
 7-27-11: SEIU-AAA Meeting
 7-28-11: Supports for Military Children
 7-28-11: WGGB-Ad Campaign
 7-28-11: YMCA
 7-28-11: PEW Center-PreK and SAC
 8-8-11: Scholastic/Reach out and Read/ Harvard Graduate School of Education
 8-9-11: Afterschool Investment Conference Call-Survey Data
 8-9-11: Brookline CFCE Grantees
 8-10-11: New England Association of Schools and Colleges - Lawrence Public School
 8-15-11: CFCE Grantees of Western Mass
 8-17-11: YMCA Directors- Race to the Top Early Learning Challenge
 8-17-11: Everett CFCE
 8-23-11: Boston Public Schools-Meet with Early Childhood Director
 8-29-11: Springfield United Way
 8-30-11: Early Learning Challenge Grant Leadership Team Meeting
 8-30-11: HSSCO-OHS Home Visiting Conference Call
 9-1-11: Raising a Reader
 9-2-11: Race to the Top Early Learning Challenge Leadership Conference Call

9-12-11: CFCE- Race to the Top Early Learning Challenge Meeting
 9-12-11: SEIU-ELC Meeting
 9-15-11: BTWIC-Endowment Fund Task Force Meeting
 9-20-11: Webinar-Support Military Connected Children
 9-21-11: BTWIC-Loan Forgiveness
 9-24-11: Birth to School Age Meeting
 9-28-11: HSSCO Advisory
 10-18-11: STEM Summit
 10-24-11: YMCA
 10-24-11: Mass Alliance on Teen Pregnancy
 10-25-11: MHSA/OCA Advisory meeting
 11-21-11: Worcester Public Schools and Head Start Meeting
 11-22-11: Springfield Leadership team meeting regarding MOU
 11-22-11: Urban College with New President Bob Regan
 11-28-11: Metro-Boston Head Start and Public Meeting held in Chelsea
 12/2-11 : CFCE Meeting
 12/7-11: HSSCO Meeting
 12/7-11: SEIU Family Child Care Providers in Watertown
 12/20-11: CEO of Y Greater Springfield

Presentations

3-26-11: LEAP Conference in Westwood/Early Educator Fellowship Initiative
 5-5-11: Springfield School Committee
 5-13-11: Superintendents' Roundtable Meeting in Northampton
 7-12-11: YMCA Meeting / MADCA Meeting
 8-25-11: Holyoke Early Education Task Force
 11-2-11: Child Homelessness and Child Development Conference at Lesley College
 11-4-11: Family Literacy Month Celebration at the Children's Museum
 11-7-11: A View from All Sides Conference
 11-9-11: BUILD Conference: The System of Early Education and Care in Massachusetts
 11-16-11: Pediatricians and Early Educators Conference sponsored by Massachusetts Chapter of the American Academy of Pediatrics with cosponsors Strategies for Children, Early Education for All Campaign, the Boston Children's Museum and the Massachusetts Society for the Prevention of Cruelty to Children
 11-29-11: Providers Council Conference

Interagency Meetings

Data Working Group

The Data Working Group produced a Vision Document, available at:

http://www.eec.state.ma.us/docs1/NewsUpdates/20110728_ecis_vision.pdf

2-9-11: Interagency Data Working Group
 3-10-11: Early Childhood Information System MA cross-agency data workgroup and New England regional meeting at EEC
 4-6-11: ECIS Data Working Group
 5-11-11: Data Working Group - ECIS
 5-20-11: ECIS Meeting
 7-29-11: ECIS Project meeting

Home Visiting Task Force

- 2-18-11: Dr. Lauren Smith of DPH
- 3-2-11: Home Visiting Task Force meeting at EEC
- 3-23-11: Home Visiting Task Force
- 4-7-11: Home Visiting Task Force
- 5-12-11: Maternal, Infant and Early Childhood Home Visiting Task Force
- 6-3-11: Home Visiting Task Force
- 6-17-11: Home Visiting Evaluation Conference Call
- 6-24-11: Home Visiting Task Force Conference Call
- 7-11-11: ECIS Conference Call on Consent Form
- 7-21-11: ECIS Webinar-Parental Consent Form for CFCE & HS
- 8-15-11: PEW-Home Visiting Policy Conference Call
- 10-21-11: Home Visiting Task Force
- 11-22-11: Massachusetts Maternal, Infant, and Early Childhood Home Visiting Program-Potential Evaluators Meeting
- 12-22-11: Home Visiting Systems Evaluation Team
- 9-24-11: PEW Home Visiting Campaign Conference Call

Education Agencies

- 2-18-11: Quarterly Joint Commissioner & Board Chair meeting
- 5-17-11: Steering Committee of Birth to Eight
- 5-18-11: CTF Board Meeting
- 5-20-11: Early Literacy Meeting at EOE
- 6-28-11: P-20 Meeting/Monthly Commissioners Meeting
- 6-30-11: P-20 Conference Call
- 7-21-11: Governor's Close Achievement Gap Priority and Performance Management Initiative
- 8-9-11: Commissioner Freeland-IHE Study, Alignment between agencies
- 8-10-11: ESE Meeting re: Race to the Top Early Learning Challenge
- 8-11-11: EEC Caseload with EOE and ANF
- 9-2-11: Monthly Commissioner Meeting
- 9-15-11: Monthly Commissioners' Meeting
- 11-9-11: Governor's Education Summit
- 11-9-11: Massachusetts Association of School Superintendents Annual Joint Conference
- 12-9-11: Conference Call with Worcester Level 4 Representative / Call with Salem Level 4 Representative
- 12-12-11: Community Based Kindergarten Meeting
- 12-14-11: Conference Call with New Bedford Level 4 Representative
- 12-6-11: MOC and Worcester Child Development and Public School meeting in Leominster
- 12-8-11: Holyoke, Chicopee, Springfield HS and Public School meeting in Springfield/ Springfield Public School meeting

Help Me Grow

- 11-28-11: Help Me Grow
- 12-20-11: Help Me Grow Leadership Conference Call

Higher Education

- 4-6-11: Wheelock College seminar "From Knowledge to Practice: Increasing Access to Higher Education for Early Care and Education practitioners who are English Language Learners"
- 2-24-11: EDC/Capacity/Effectiveness of Higher Ed supporting Early Childhood Force-Webinar
- 9-27-11: Presidents of Massachusetts Institutions of Higher Education

EOHHS

- 4-5-11: Young Children's Council at EOHHS
- 5-16-11: EOHHS for UMASS Boston grant proposal for office of Student Affairs Health Proposal
- 7-1-11: Substance Abuse & Mental Health Services Administration Conference Call
- 7-29-11: DCF and EEC Joint Senior Staff meeting

Conversations with the Commissioner

6th Annual Community Dialogue on Early Education and Care

In March and April 2011, Commissioner Killins held five meetings across the state to provide an update on key advances in the development of a statewide system of early education and care and also offer an opportunity to dialogue with the Commissioner. The meeting provided stakeholders the opportunity to hear from the Department, ask questions and take part in a dialogue about moving the Massachusetts' system of early education forward. Items discussed at these meetings included: the Early Childhood Information System, the definition of quality, and literacy (its importance, how it is developed, and the role of parents and caregivers).

Race to the Top Early Learning Challenge Meetings

- 7-5-11: RTTT-Early Learning Challenge Grant Meeting
- 7-11-11: Bessie Tartt Wilson Initiative for Children co-hosts Race to the Top Early Learning Challenge Meeting
- 7-26-11: Bessie Tartt Wilson Initiative for Children co-hosts -Race to the Top Early Learning Challenge in Lowell
- 7-29-11: Bessie Tartt Wilson Initiative for Children co-hosts -Race to the Top Early Learning Challenge in Boston
- 8-4-11: Bessie Tartt Wilson Initiative for Children co-hosts -Race to the Top Early Learning Challenge
- 8-8-11: Race to the Top Early Learning Challenge at Worcester YWCA
- 8-10-11: Race to the Top Early Learning Challenge - at Bridgewater State
- 8-23-11: Race to the Top Early Learning Challenge Conference Call
- 8-24-11: Race to the Top Early Learning Challenge – Stakeholder presentation at UMASS Boston
- 12-1-11: Child Care Network (Hyannis) presenting Early Learning Challenge Grant and Connecting to Third Grade Reading
- 12/19: MKEA-Next Step meeting with ESE

Coordinated Grantee Meeting

In order to support collaboration at the local level, EEC coordinated meetings of the Educator and Provider Support (EPS) grantees, Coordinated Family and Community Engagement (CFCE) grantees, Early Childhood Mental Health grantees and the Child Care Resource and Referral programs to facilitate interconnectivity of their work in each region.

- 9-19-11: Region I-Commissioner's Grantees Meeting

- 9-21-11: Region VI-Commissioner's Grantees Meeting
- 9-24-11: Region V-Commissioner's Grantees Meeting
- 9-27-11: Region II-Commissioner's Grantees Meeting
- 9-28-11: Region III-Commissioner's Grantees Meeting
- 10-26-11: Region 4 -Commissioner's Grantees Meeting

Public/ Private Partnership Meetings

- 2-1-11: National Business Leader Summit on Early Childhood Investment, 2011 with JD Chesloff and Peg Sprague
- 2-2-11: 'Invest in US' IIU conference call with United Way Mass Bay - Research and Communications
- 3-3-11: EEC and United Way host "Study Circle" with the Frameworks Institute and early education and care providers on strategic communications (Holy Cross)
- 3-21-11: EEC's Professional Development in Alignment with Thrive 'n 5/Literacy Event with United Way
- 3-28-11: Evaluation Plan for Thrive'n 5
- 3-29-11: Opportunity School Readiness Development-Thrive'n 5
- 4-11-11: Harvard Graduate School of Education-Leadership and Professional Development for Early Language and Literacy Development/Bright Beginnings-Investing in Early Childhood Education
- 4-14-11: Thrive'n 5-2011 Early Childhood Summit/Policy and Fiscal/Community Talk in Taunton
- 5-3-11: Communications meeting with United Way
- 5-4-11: Kellogg Foundation & Thrive in Five
- 5-4-11: Military Child Care Coalition conference
- 5-5-11: Bessie Tarrt Wilson Advisory Task Force
- 5-12-11: BARR Foundation-Assessment of Boston Based Early Childhood Strategy
- 8-11-11: WGBY in Springfield
- 8-16-11: WGBH (discuss on-line courses)
- 8-25-11: BUILD and United Way Conference Call -establishing BUILD in Mass
- 9-1-11: Berkshire Priorities
- 9-12-11: BARR Foundation
- 9-19-11: United Way Mass Bay
- 9-20-11: Massachusetts Business Roundtable - Race to the Top Early Learning Challenge
- 9-28-11: Boston Private Industry Council
- 10-4-11: Berkshire United Way
- 10-17-11: Davis Publications-Post Summit Meeting
- 11-8-11: Springfield Business Leaders for Education meeting with Ralph Smith of the Casey Foundation

Events

- 3-14-11: Worcester Leadership Breakfast/EEC All Staff meeting
- 3-31-11: Financial Literacy Education-Train the trainers Seminar
- 4-11-11: Harvard Graduate School of Education
- 4-15-11: Harlem Children's Zone in Worcester/Call with Commissioner Kagle of Georgia-SAC
- 4-16-11: Readiness Assessment Training in Springfield
- 4-20-11: Wellesley Group-Workforce Data Design
- 4-21-11: Wheelock Early Language Learners
- 4-30-11: Readiness Assessment Training in Springfield

5-11-11: PCG/SEIU-FCC Subsidy Program
 5-27-11: QRIS and P-3 Webinar
 6-16-11: CCDF Administrator Conference Call
 6-24-11: NIEER with Walter Gilliam
 6-27-11: Reading Webinar Early Childhood STEM conference at UMASS Boston
 6-28-11: Campaign for Grade Level Reading Webinar
 6-29-11: The Partnership for America's Economic Success - Business Summit Conference Call
 6-30-11: Frameworks Webinar/ Campaign for Grade Level Reading/ Race to the Top Call
 7-6-11: NAECS-SDE Race to the Top Conference Call
 7-12-11: Train the Trainers Conference Call on Family Child Care Literacy
 7-21-11: Donahue- Race to the Top Early Learning Challenge Planning
 7-21-11: PEWS Business Leader Summit
 7-22-11: National Business Leader Summit on Early Childhood Investment
 7-25-11: BUILD Initiative Conference Call Early Learning Challenge
 8-11-11: Behavioral Bias (ACF) Conference Call
 8-23-11: National Institute of School Leadership-Conference Call
 8-25-11: Webinar-Early Grade Reading and the All- America City Award
 8-29-11: The Education Collaborative Conference Call on the IES federal Grant
 9-1-11: Race to the Top Early Learning Challenge webinar
 9-1-11: Boston Globe/ PBS
 9-1/9-2-11: College Bound Dorchester
 9-6-11: UMASS Donahue- Race to the Top Early Learning Challenge – Re: Evaluation
 9-7-11: CLASP Conference Call
 9-16-11: Race to the Top Early Learning Challenge Webinar-Kindergarten Entry Assessment
 9-17-11: Children's Music Network Conference in Hyannis
 9-23-11: Home for Little Wanderers
 10-1-11: Worcester Comprehensive 40th Anniversary Event
 10-17-11: WCVB Interview
 11-10-11: NAEYC conference call on aligning QRIS Improvement with Massachusetts
 11-10-11: Building an Infrastructure for Quality: An Inventory of Early Childhood Education and Out-of-School Time Facilities in Massachusetts
 11-10-11: Dr. Anna Bradfield White Paper Meeting
 11-18/19-11: Brain Building and Early Literacy and Numeracy: Strategies and Supports for Young Children (Birth to 8) conference in Worcester and Westfield
 11-30-11: Early Literacy-Dual Language Conference in Lawrence
 11-30-11: Meeting with Provider, Bobbie Lee Hollins on QRIS
 12/7-11: Dr. Michael Pistiner-Food Allergists in preschool settings
 12/12-11: CYF Reform on Education
 12/14-11: Mass College Completion Advocacy & Policy Center
 12/16-11: SCOPE at Worcester State College
 12/16-11: Interview with WFCR, Boston Globe and WBZ Radio on being awarded ELC Grant
 12-20-11: FY13 Budget Public Hearing held at EEC
 12/21-11: First Five Years and BUILD (working to inform federal policy on ELC implementation, communicating impact and lessons learned, and intensifying public demand and investment in this work going forward)
 12/22-11: UMASS Donahue Institute – Early Learning Challenge

Out of State Meetings

2-10-11: CCSSO conference in Atlanta-presentation on QRIS, data, standards update
 2-14 -16: Head Start National Meeting in Baltimore
 4-25- 28-11: Head Start and SAC Conference in Virginia
 5-23-24-11: RAC Meeting in Washington DC
 6-6-11-11: Early Childhood Assessment in Rhode Island
 6-20-22-11: Birth to Three and 6th Young Children Without Homes -Washington D.C.
 6-20-11: Linda Smith of NACCRRRA in Washington D.C./ David Cedrone
 7-6 to 8-11: The Education Commission of the States National Forum (P-20 Presentation)
 8-18-11: National Governor's Association -Mass Learning Lab to Building a State STEM Plan
 9-8/9-11: Race to the Top Early Learning Challenge – Technical Assistance in Chicago
 9-14-11: New York: Child Assessment Meeting and Community/Business Development
 10-12/14-11: CSSO-Fall Meeting in San Francisco
 10-19/20-11: New England Childhood-Science/Child Welfare Conference in New Hampshire
 11-14/15-11: STAM meeting in Maryland
 11-17-11: Washington DC with NWN white paper study: Demonstrating Courage: NWN's Early Learning Leadership

Legislative Meetings

Meetings with Representative Peisch, Chair, [Joint Committee on Education](#): 2011 (2-17, 3-24, 4-12-11, 5/13, 6/13, 6-23-11, 7-28-11, 8-30-11, 8-31, 9-29, 10-19, 10-31)

Meetings with Chair Sonia Chang-Diaz, Chair, [Joint Committee on Education](#): 2011 (2-28-11, 3/31, 5-16-11, 12-5-11):

3-1-11: Commissioner Killins spoke about EEC's accomplishments in FY2011 and outlined the agency's vision and goals for FY2012. This briefing was open to all members of the Legislature and public. Chairs Chang-Diaz and Peisch provided opening remarks, Amy O'Leary from Strategies for Children presented on early literacy, and Rep. Marty Walz and Senator Katherine Clark discussed their legislation on third grade reading proficiency. About 30 legislators and/or staff attended the briefing, including Reps. Ferguson, Bastien, Howitt, Wolf, Madden, Sullivan, and Brownsberger.
 3-14-11: Worcester early childhood leadership group (Promise Neighborhood Planning Grant. - Senator Chandler and Representative O'Day in attendance)
 3-16-11: Wheelock Legislative Presentation/Senator McGee and Superintendent of Lynn PS/Project Learn-Lynn
 3-18-11: Springfield Day-Senator Candaras-Superintendent-Springfield Leadership-Site Visit
 3-21-11: Secretary Reville, Commissioner Killins, Chair Peisch and Senator McGee participated on response panel at an event to highlight success of Out-of-School Time literacy initiative (Gregg House, Lynn)
 3-22-11: Commissioner Killins will hold a community forum with EEC providers in Worcester/Central MA. Worcester delegation has been invited.
 3-28-11: Commissioner Killins spoke with Representative Wolf's office to inform them that the Educator and Provider Support grant RFP for the metro Boston region will be reposted and not renewed to the current grantee
 3-29-11: Commissioner Killins spoke with Chair Brewer's office regarding the supplemental budget request for line item transferability to support child care access

3-30-11: Commissioner Killins spoke with Chair Dempsey's office regarding the supplemental budget request for line item transferability to support child care access

4-5-11: Joint Committee on Education Information Session. Commissioner Killins provided an informational presentation on EEC to the Joint Committee on Education. The presentation covered EEC strategic priorities, the Board's key goals for FY2011, and FY2011 highlights including regulations, QRIS, Standards and Assessment, the Early Childhood Information System, Community and Family Engagement, Birth to Eight Linkages, and the Budget.

4-19-11: Senator Brewer

5-4-11: Child and Youth Readiness Cabinet

4-5-11: Commissioner Killins provided an information presentation on EEC to the Joint Committee on Education

4-8-11: Commissioner Killins participated with Chair Peisch in the EEC/Reach Out and Read literacy conference

4-11-11: Commissioner Killins visited the Knowledge Beginnings program in Wellesley with Chair Peisch

4-19-11: Commissioner Killins met with SWM Chair Brewer

5-5-11: Commissioner Killins presented at the EEC Advisory Council – Legislative Subgroup meeting at the State House

5-16-11: Commissioner Killins had a standing meeting with Chairwoman Chang-Diaz

5-26-11: Commissioner Killins participated as a guest speaker at Wheelock College's 6th Annual Community Dialogue on Early Education and Care (Speaker Pro Tempore Haddad was also a guest speaker)

5-31-11: EEC attended the Joint Committee on Education hearing at the State House

7-25, 7-27-11: Conference Call Senator Rosenberg and Representative Story-Meredith Troy

7-27-11: EEC met with SEIU re: Family Child Care Union bill

7-28-11: EEC met with YMCA of MA re: Center Based Child Care Union bill

8-10-11: EEC met with new ANF Analyst; Education Committee attended

9-2-11/9-9-11: Early Learning Challenge Leadership meeting; Education Committee attended

9-15-11: Education Committee briefing on Third Grade Reading Bill at State House. EEC, along with the Department of Elementary and Secondary Education, and the Executive Office of Education, briefed the Education Committee on the interagency and Secretariat efforts on early literacy and closing the 3rd grade reading proficiency gap. Representative Marcos Devers, Representative Marty Walz, Chair Alice Peisch and Vice-Chair David Sullivan attended the briefing.

9-16, 23, 30-11: Early Learning Challenge Leadership conference call; Education Committee attended

10/7-11: Early Learning Challenge Leadership conference call; Education Committee attended

9-19-11: MA Legislation 15D Conference Call

9-21-11: State House - Race to the Top Early Learning Challenge update. EEC and Strategies for Children/Early Education for All jointly briefed the Education Committee on the Massachusetts application for the Race to the Top – Early Learning Challenge. The meeting was well attended by legislators and staff.

9-26-11: Birth to School Age Task Force meeting; Rep. Wolf attended

10-18-11: EEC staff spoke with HWM, SWM, Speaker DeLeo, Senate President Murray, Education co-chairs and Leader Haddad regarding the Governor's supplemental budget request for \$3.5M for the EEC Income Eligible account

10-26-11: State House-Gabriel Pierre's Family with Rep Gloria Fox

10-27-11: Child & Youth Readiness Cabinet

11-30-11: Early Literacy-Dual Language Conference in Lawrence/Monthly Meeting with Rep Peisch
11-30-11: Commissioner Killins met with Rep. Swan and his constituent Family Child Care provider
Bobbie Lee Hollins
12-7-11: EEC staff met with ANF, EOE, HWM, SWM, and Education Committee staff about
caseload
12-13-11: EEC Board tours the Community Day Care Center program in Lawrence with Rep. Devens
(Sen. Feingold also invited)
12-14-11: Postpartum Depression Commission meeting at the State House
12-14-11: Postpartum Depression Commission (chaired by Sen. Creem) meeting at the State House

Appendix P: NACCRA Findings and Recommendations in CCR&R Feasibility Study

FINDING 1: Massachusetts CCR&Rs do not provide the comprehensive services typically provided by CCR&Rs and therefore do not meet the national definition or standards for CCR&R.

RECOMMENDATIONS:

1. Develop a comprehensive, statewide network of CCR&R services that are managed by a central agency whose responsibility it is to define, coordinate and monitor all services statewide. **Proposed Timeline – 6-12 Months**
2. Adopt the four core service areas when describing CCR&R and use the nationally accepted definition of a CCR&R agency as published by NACCRA. **Proposed Timeline – 3 Months**

FINDING 2: The core services of CCR&Rs are fragmented and lack coordination at the state level. As a result, the services are inefficient, uneven, confusing to both parents and providers, and expensive to monitor.

RECOMMENDATIONS:

1. Adopt a CCR&R network model that coordinates and oversees the activities of all CCR&R services statewide. Require the state network office to meet national best practices.
 - a. Designate one centrally located agency to serve as the state network office and as a single point of entry into the system. The agency should manage statewide functions such as a statewide call center and statewide referral database and should manage or coordinate regional and community-based services.
 - b. The state network office should contract with regional and branch offices for services as defined by the State Office of EEC.
 - c. The state network office should provide ensure contract compliance with state requirements and provide leadership, coordination, training and technical assistance to regional and local offices.

Proposed Timeline – 3-6 Months

2. Establish services based on the four core service areas and place designated functions at the most effective and efficient level within the network. **Proposed Timeline – 3 Months**
3. Create a single point of entry, ideally at the state network office, for the public that connects consumers to all services available. **Proposed Timeline – 3 Months**
4. The state network office should also:
 - Develop and manage a central call center for parents
 - Establish statewide measureable benchmarks for in each of the core service areas and manage National Quality Assurance activities.
 - Maintain a statewide database of ECE programs and providers and provide monthly reports to the EEC Commissioner.
 - Develop and implement policies for providing enhanced referrals for “hard to serve” families that includes referrals to regional/branch offices for one-on-one service.

- Develop a state-wide “brand” and all marketing materials.
- Manage consumer education activities statewide
- Coordinate parent education activities
- Coordinate early intervention services to special populations and ensure ASQ screening.
- Develop and manage centrally, a subsidy management system that provides on-line applications and updates. Beginning in year one, allow families to recertify on-line. In year two allow new applications on-line.
- Centrally manage the subsidy wait list.

Proposed Timeline – 6-18 Months

5. The state network office, in conjunction with the State EEC Commissioner, should identify areas of special interest or concern and develop targeted strategies to address problems. Areas frequently identified are the need for infant/toddler spaces, the lack of care for children with special needs, the lack of care in rural communities, homelessness, and homeless families. Once identified, the state network should work with regional offices to develop strategies to address the problems or deficiencies. One area that should immediately be assigned to the state network office is the need for ASQ screening.

Proposed Timeline – 6-18 Months

6. The state network office should create specialized units within regions to address the needs of infant and toddler providers, children with special needs, behavior specialists, and LEP families. **Proposed Timeline – 6-12 Months**
7. The state network office should become the primary marketing agent for QRIS for both the parents and the providers. They should develop state level tools that help families evaluate quality. These should be provided at the time of referral, available on-line and searchable. These may include quality indicators such as the level of training and education of the provider, national accreditation, the completion of background checks, inspection results and complaints. **Proposed Timeline – 6-18 Months**

FINDING 3: Parent services including consumer education, referrals and subsidy programs are delivered by different agencies depending on the status of the family. As a result, families who qualify for subsidies are supposed to receive consumer information from a different agency than other families. This is confusing to the consumer and requires multiple contracts and oversight by the State EEC.

RECOMMENDATIONS:

1. Consolidate all information and referral activities, including consumer education, for all families through a single statewide call center (currently managed by United Way 211) and web site. **Proposed Timeline – 6-12 Months**
2. Create a single, statewide web portal that allows on-line access for parents to a searchable database of child care programs and providers. This portal should include information on the quality of care of each program including QRIS ratings and licensing status. Include all early care and education programs including pre-k and Head Start programs. **Proposed Timeline – 12-18 Months**

3. Using the current six EEC regions, identify one agency in each region to provide comprehensive services to hard to serve parents. These agencies should be geographically centered and within easy commute for parents. These agencies should accept enhanced referrals for hard-to-serve families such as ELL, families with special needs children and homeless families. **Proposed Timeline – 6-12 Months**
4. Establish branch offices on an as-needed basis to serve those families who need intense services. Branch offices should be located in communities of high need. Staff should be employees of the regional offices, but located remotely. These offices should provide in-person support to parents who need help completing the voucher application process. Families that may need enhanced services include families with limited English proficiency, families with children who have special needs, and other high risk families. **Proposed Timeline – 6-12 Months**
5. Establish procedures and protocols for referring hard to serve families through a warm hand-off process to regional or branch offices for “enhanced” services. **Proposed Timeline – 6-12 Months**
6. Develop regional parent education programs. **Proposed Timeline – 6-12 Months**
7. Assign regional CCR&R offices the responsibility to coordinate developmental screening activities including the ASQ screening process in their regions to ensure that all families and children have access to screening and are appropriately referred to services. This will require close coordination with CFCE grantees.
8. Develop public awareness campaigns that expand family’s access to literacy programs, finance education and children’s physical and emotional health **Proposed Timeline – 12-18 Months**

FINDING 4: Provider Services are inconsistent, lack intentionality and do not provide a smooth pathway for providers to move from entry level (licensing) to higher levels of the States’ QRIS system.

RECOMMENDATIONS:

1. Create an easily recognizable and coordinated point of entry for all new providers to enter the system. This should begin with information about the licensing process and entry level training requirements. The point of entry should be the state network office. The state network office can refer the potential providers to the regional EEC licensing offices and CCR&Rs. The current EEC’s provide many of these services, but they vary from region to region. **Proposed Timeline – 6-12 Months**
2. Develop and implement statewide, on-line training opportunities for repetitive types of entry level training including topics such as basic health and safety requirements.
 - Develop standardized training for routine topics such as medication administration.
 - Develop statewide disaster plans and training for response to both natural and man-made disasters.
 - Ensure that all training is linked to CEU’s or College credit

- Train CCR&R staff on provider training goals and curriculum
- Develop and monitor a system to track all training
- Develop standard data reporting criteria that meets the needs of EEC

Proposed Timeline – 12-18 Months

3. Require the regional offices to update and maintain provider databases and immediately adopt the on-line provider update feature of NACCRRWare. **Proposed Timeline – 6-12 Months**
4. Establish a single web-based training and technical assistance tracking system that shares data with the state professional registry and allows for transfer of training within the state. **Proposed Timeline – 6-12 Months**
5. Develop statewide disaster plans and training for response to both natural and man-made disasters via use of technology and the use of NACCRRWare. Require CCR&R's to provide disaster prevention training to all ECE providers and ensure adequate plans are in place for both evacuation and sheltering in place. **Proposed Timeline – 6-12 Months**
6. Require each regional agency to meet appropriate National Quality Assurance and best practices. **Proposed Timeline – 18 Months**
7. At a minimum, require that all training be CEU approved beginning with licensing and orientation training and require agencies to demonstrate that all training is intentional, sequential and leads to higher levels of training, credentialing and ultimately to credit-bearing education. **Proposed Timeline – 6-12 Months**
8. Link all training to on-site technical assistance and mentoring and coaching as appropriate to ensure that the training is producing change within programs. **Proposed Timeline – 6-12 Months**
9. Expand the current grant program that provides provider support funds to programs. This should include start-up grants that help new programs purchase basic items such as fire extinguishers and first-aid kits. **Proposed Timeline – 6-12 Months**
10. Develop a plan to incorporate on-line learning into all training agendas. The use of on-line learning for repetitive types of training can save resources that can then go towards higher levels of training or on-site technical assistance. Adopt a “blended-learning” strategy that combines on-line learning with on-site sessions. **Proposed Timeline – 6-12 Months**
11. Working jointly with the regional licensing offices, design a system of on-site technical assistance linked to licensing violations. Licensing violations that are severe and cannot be corrected on site should be referred to the regional CCR&R office and an on-site visit scheduled immediately. When corrective action has been completed, the CR&R should report back to licensing on the status. CCR&Rs should be required within a stated time period to follow up on licensing violations. **Proposed Timeline – 18-24 Months**

12. CCR&Rs should be designated as the entry level for the QRIS system and should be responsible for recruiting ECE providers into the system. The regional office should also be required to convey the meaning of the QRIS ratings to all families seeking early care and education and should actively promote the program. **Proposed Timeline – 6-12 Months**
13. Develop alternative pathways for certain categories of child care workforce to maintain their positions in the new system without the need to obtain a college degree. For example, child care center directors over the age of 50 with 25 or more years of experience may be offered the equivalent of a KLEP exam that if passed gives them credit for life experiences and knowledge and a certificate to continue work. **Proposed Timeline – 12-18 Months**
14. Place “live scan” devices in each regional office to facilitate background clearances for providers. **Proposed Timeline – 12-12 Months**

FINDING 5: The voucher management system is antiquated, paper-laden, labor intensive and vulnerable to fraud.

RECOMMENDATIONS:

1. Review recertification procedures for state subsidy assistance, whether vouchers or contracts. The current policies that allow contracted providers to recertify families for subsidies creates a clear conflict of interest and exposes the state to potential improper payments and fraud since it is clearly in the providers best interest to keep the slots full. This causes the appearance of not a real threat of abuse. **Proposed Timeline – 6 Months**
2. Establish a standardized training course for anyone working with subsidy. Require the course before case managers are allowed to work with families. **Proposed Timeline – 6-12 Months**
3. Establish requirements for the maximum amount of time a family must wait for assistance. **Proposed Timeline – 6 Months**
4. Require that CCR&R’s coordinate support services and inform families to ensure that all children have access to developmental screening, home visitation services, Head Start Services and SCHIP if eligible. **Proposed Timeline – 6 Months**
5. Develop internal control requirements and a quality control process for detecting fraud. **Proposed Timeline – 6-12 Months**
6. Allow for on-line submission (or fax, email and mail) of attendance sheets and other forms. This must allow for alternatives to in-person signatures on documents. Use the SNAP program as a model for how this might be done. **Proposed Timeline – Immediately for fax, email and mail – 12-18 Months for on-line**
7. Redesign the subsidy management process moving to on-line applications and recertification for families. To help with the transitions phase in the process beginning with the recertification process, provider certification and attendance submissions and then new applications. **Proposed Timeline – 12-24 Months**

8. Develop an annual recertification process and policies that are consistent across the state and require minimal time. Use a predetermination process which requires families only to report major changes. This process should be similar to that used for SNAP. **Proposed Timeline – 6-12 Months**

FINDING 6: Because services are fragmented and there is no single agency responsible for community support activities. For example, no agency is required to do local needs assessments, work with businesses or develop support for ECE programs. In economically disadvantaged communities, there are no plans to increase the supply of higher quality care. The CFCE grants provide opportunities for some of the work, but as currently designed are more engaged with school-based functions than capacity building activities.

RECOMMENDATIONS:

1. Evaluate the intent of the CFCE grants and possibly broaden the purpose to include community needs assessment and business support. **Proposed Timeline – 6-12 Months**
2. Require regional CCR&R offices to coordinate the activities of the CFCE grants and use community needs assessments to determine the priorities for use of funds. **Proposed Timeline – 6-12 Months**
3. Consider reducing the number of grantees and aligning the grants with the regions that have been created. **Proposed Timeline – 6-12 Months**
4. Require the regional CCR&R's to conduct the annual market rate surveys using the provider databases. **Proposed Timeline – 6-12 Months**
5. Create parent and provider advocate services in each of the regional offices to assist families with issues related to finding care, obtaining vouchers, or finding special services. **Proposed Timeline – 6-12 Months**

FINDING 7: CCR&R have not used technology to improve the delivery of services or to minimize disruption to families or providers. This has resulted in the inability of the state to have accurate, real-time data to inform decisions and has caused undue hardship on families and providers who are constantly required to update data in-person.

RECOMMENDATIONS:

1. Create a “wireless application” for families to access child care data on their hand-held devices. **Proposed Timeline –12-24 Months**
2. Adopt a web-based subsidy management system that allows both parents and child care providers to input and update data on-line and allows them to track the status of their applications and other relevant data. Include wait list management. **Proposed Timeline – 12-24 Months**
3. Adopt a central statewide web portal and database of child care programs that is searchable by parents. Assign responsibility for keeping data updated to the regional agencies. This portal should include information on quality indicators that parents can use to evaluate the

program and at a minimum should include QRIS ratings and licensing status. **Proposed Timeline – 6-12 Months**

4. Require regional offices to use the On-line provider update feature of NACCRRARWare which allows providers to update the information subject to approval by the regional offices.

Proposed Timeline – 6-12 Months

5. Adopt the “virtual” on-line provider application allowing parents to see photos of the child care program before making a visit. Require regional offices to manage and approve the input of data and photos. Develop “virtual” tour capacity of child care programs so that parents can see the program before deciding to visit. (This serves several functions: 1) provides better information for parents; 2) saves parents time; and, 3) creates competition between program to improve the quality of their services. The responsibility for setting up the virtual tours is a shared responsibility between the State Network and the regional offices.
6. Require regional offices to use the training and TA tracking software provided through NACCRRARWare. Link training to TA and establish measurements for how to determine compliance. **Proposed Timeline – 6-12 Months**

FINDING 8: Databases are not current, are not used to provide statewide reports on ECE and do not have the capacity to share data with other state databases such as licensing and subsidy administration.

RECOMMENDATIONS:

1. Develop clear guidelines and expectations for the maintenance and update of all ECE databases. Wherever possible, require databases to be web-based and accessible by multiple offices including EEC. **Proposed Timeline – 24-36 Months**
2. Develop data-sharing tools that will allow state databases to share data across the agencies and ensure that families and the state have access to the most current data. This includes sharing data between:
 - a. the CCR&R training databases and the professional development registry
 - b. the CCR&R provider databases and the state licensing databases
 - c. provider databases and the QRIS databases
 - d. subsidy databases at all levels
 - e. central wait lists and local subsidy agencies

Proposed Timeline – 12-24 Months

3. Require the state network office to publish annual statewide reports of the availability of ECE programs, the status of the ECE workforce and the use of subsidies. **Proposed Timeline – 6-12 Months**
4. Establish goals and measure progress for CCR&Rs to increase the number of low income children and other hard to serve children in higher quality settings as measured by the state QRIS system. **Proposed Timeline – 6-12 Months**

Additional Recommendations

- a. Require each CCR&R within 18 months to meet the best practices requirement for national quality assurance for the services their agency provides.
- b. Birth to eight strategies – Transitioning children from one program to another during the critical birth to eight years is challenging. The CCR&Rs should be responsible for creating collaborations between agencies such as Head Start, Pre-k programs, schools IDEA and afterschool programs in order to provide for continuity of services and the least disruption to families and children.
- c. Identify CCR&Rs as the agency responsible for coordination of transition activities. CCR&Rs should work with CFCE grantees and public schools to develop transition programs that assist children moving from child care, pre-k or Head start to public schools and from afterschool programs to summer camps